

**AN ANALYSIS OF POLITENESS STRATEGIES AT SMA  
BERINGIN RATU PAKUAN RATU IN ACADEMIC  
YEAR OF 2020/2021**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirement for S1-Degree**

**By**

**LENI RISTIANI  
NPM. 1311040296**

**Study Program : English Education**

**Advisor : Rohmatillah, M.Pd**

**Co-Advisor : Dr Nur Syamsiah, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY RANDEN  
INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
2021**

## **ABSTRACT**

### **AN ANALYSIS OF POLITENESS STRATEGIES AT SMA BERINGIN RATU PAKUAN RATU IN ACADEMIC YEAR OF 2020/2021**

**By**

**Leni Ristiani**

This research was conducted to analyze the politeness strategy used by teacher and students in English class. The research describes what kinds of politeness strategy used by teacher and what kinds of politeness strategy used by students in English class.

This research was descriptive qualitative research. The subject of this research was an English teacher and students SMA Beringin Ratu. Researcher did observation and interview to collect the data. Researcher did some steps to analyze the data, namely data reduction, data display, and conclusion drawing and verification

The result of this research showed that there are four strategies employed by the teacher and students in English class. The strategies are bald on record, positive politeness strategy, negative politeness strategy, and off record strategy. From 104 of teachers utterances, 64 of them identified as bald on record, 15 as positive politeness, 4 as negative politeness, and 21 as off record. It meant that 61.5% were bald on record, 14.4% as positive politeness, 3.8% as negative politeness, and 20.2% as off record strategy. Bald on record strategy dominated the use of politeness strategy by teacher during learning process. Meanwhile, from 23 of students utterances, 2 as bald on record, 15 as positive politeness, 1 as negative politeness, and 9 as off record strategy. It meant that 9% were used bald on record, 70% used positive politeness, 17 used negative politeness, and 4% used off record strategy. Therefore, positive politeness strategy is mostly used by the students in learning process.

***Keywords:*** *Politeness Strategy, Teacher, Students, English Class*

## DECLARATION

Hereby, I state this thesis entitled “An Analysis of Politeness Strategies at SMA Beringin Ratu in academic year of 2019/2020” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, September 2020

Declared by

Leni Ristiani







**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

**APPROVAL**

**Title : AN ANALYSIS OF POLITNESS STRATEGIES AT  
SMA BERINGIN RATU IN ACADEMIC YEAR OF  
2019/2020**

**Student's Name : LENI RISTIANI**  
**Student's Number : 1311040596**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

**Was tested in the examination session at Tarbiyah and Teacher Training Faculty,  
State Islamic University of Raden Intan Lampung**

**Advisor,**

**ROHMATILLAH, MP.d**

**NIP: 19810508 200710 2 001**

**Co-Advisor,**

**NUR SYAMSI AH, MP.d**

**The Chairperson  
of English Education Study Program**

**Meisuri, M.Pd**

**NIP: 198005152003122004**





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289**

**ADMISSION**

**A thesis entitled : AN ANALYSIS OF POLITNESS STRATEGIES AT SMA  
BERINGIN RATU PAKUAN RATU IN ACADEMIC YEAR 2019/2020 By:  
LENI RISTIANI, NPM: 1311040296, Study Program: English Education, was  
tested and defended in the final examination session held on: Monday, October 8<sup>th</sup>  
2020.**

**Board of examiners:**

**The Moderator : Dr. Oki Dermawan, M.Pd**

**The Secretary : Dian Reftyawati, M.Pd**

**Primary Examiner : Dewi Kurniawati, S.S M.Pd**

**1<sup>st</sup> Co-Examiner : Rohmatillah, M.Pd**

**2<sup>nd</sup> Co-Examiner : Dr. Nur Syamsiah, M.Pd**

**The Dean of**

**Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Nirva Diana, M.Pd**

**NID: 19648281988032002**



## Motto

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

**"Whoever comes out to seek Knowledge is in the way of God".<sup>1</sup>**

**( HR. Turmudzi)**



---

<sup>1</sup> <http://uzumet.blogspot.com/2014/12/motto-hidup-berdasarkan-al-quran-dan.html?m=1>

## **DEDICATION**

This thesis is dedicated who cares and love me. I would like to dedicated this thesis to:

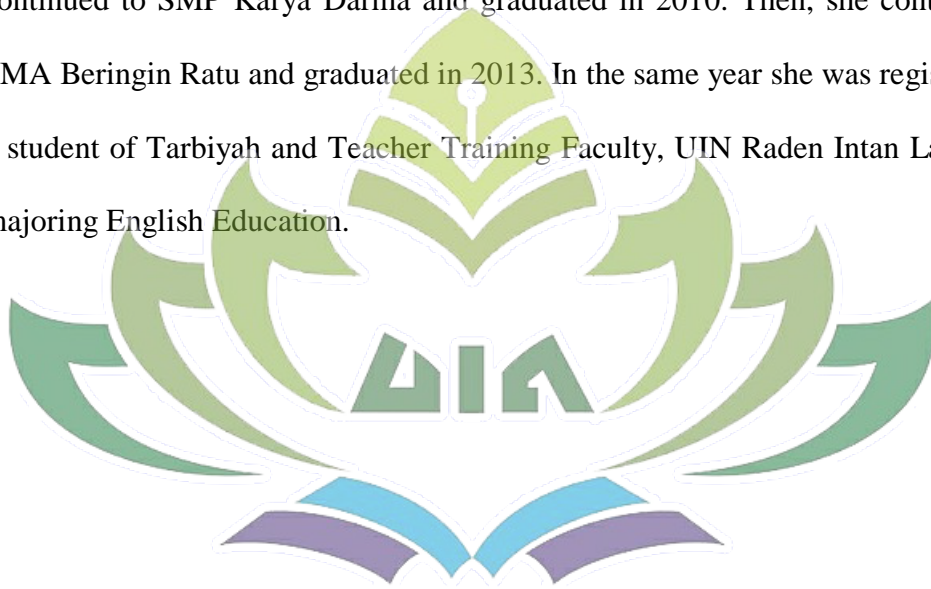
1. My beloved parents Mr. Aris Munandar and Ms. Suti Asih who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The name of the researcher is Leni Ristiani. She was born in Negara Harja on January 8<sup>th</sup>, 1994. She is the first child from Mr. Aris Munandar and Ms. Suti Asih.

She started her study at SDN Negara Harja and graduated in 2007. After that, she continued to SMP Karya Darma and graduated in 2010. Then, she continued at SMA Beringin Ratu and graduated in 2013. In the same year she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.





## ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives her blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, her families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd, the advisor who patiently guided the researcher until the completion of this thesis.
4. Dr. Nur Syamsiah, M.Pd, the co-advisor, who has always patiently guided and spent countless time that has given to researcher to correcting and finish the thesis.
5. The English Department Lecturers of UIN Raden Intan Lampung
6. Triana Dewi, M.Pd, the Headmaster of SMA Beringin Ratu Pakuan Ratu, who gave the researcher permissions to conduct this research and collect the data in the school.

7. Yeni Rahmawati, S.Pd, the English teacher at SMA Beringin who gave guidance and spirit to the researcher in conducting her research.
8. All students of the eleventh grade of SMA Beringin Ratu in the academic year of 2019/2020, for giving nice participation during the process in conducting research.
9. All of her family, especially Mr, Aris Munandar and Mrs Suti Asih, who always give her love, support, motivation and advice in accomplishing her study.
10. All of her beloved friends, who always give help, support and kindness in finish this thesis.

My Allah blesses and give in return for every help they did to the researcher. Finally, it is expected that the thesis can be benefit to all.  
Aamiin

Bandar Lampung, September 2020  
The Researcher,

Leni Ristiani  
NPM.



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>CURICULUM VITAE.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICIES .....</b>	<b>xii</b>

### **CHAPTER I INTRODUCTION**

A. Background of Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem .....	7
D. Formulation of the Problem.....	7
E. Objective of the Research.....	8
F. Use of the Research .....	8
G. Scope of the Research .....	9

### **CHAPTER II REVIEW OF THE RELATED LITERATURE**

A. Pragmatics .....	10
B. Politeness.....	11
C. Brown and Levinson's politeness theory .....	15
D. Politeness Strategies .....	17
1. Positive Politeness Strategies (Brown and Levinson) .....	19
2. Negative Politeness Strategies (Brown and Levinson).....	21

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	22
B. Research Subject .....	23
C. Research Procedure .....	23
D. Data Collecting Technique .....	24
E. Research Instrument .....	24
F. Data Trustworthiness.....	25
G. Data Analysis.....	26

## **CHAPTER IV FINDINGS AND DISCUSSION**

A. Research Findings .....	29
1. The politeness strategies used by teacher during teaching process in English class. ....	30
2. The explanation of politeness strategies used by students during learning process in English class.....	51
B. Discussion.....	63
1. Types of politeness strategies used by teacher .....	63
2. Types of politeness strategies used by students.....	64

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusions .....	65
B. Suggestion .....	66

## **REFERENCES**

## **APPENDICES**





## LIST OF TABLES

Table 4.1 Frequency of the Use of Politeness Strategy by Teacher.....	34
Table 4.2 Frequency of the Use of Politeness Strategy by Teacher.....	40
Table 4.3 Frequency of the Use of Politeness Strategy.....	45
Table 4.4 Frequency of the Use of Politeness Strategy by Teacher.....	51
Table 4.5 Frequency of the Use of Politeness Strategy by Teacher in Uttering Politeness Strategy during Teaching Process was Ongoing.....	52
Table 4.6 Frequency of the Use of Politeness Strategy by Students.....	52
Table 4.7 Frequency of the Use of Politeness Strategy by Students.....	55
Table 4.8 Frequency of the Use of Politeness Strategy by Students.....	57
Table 4.9 Frequency of the Use of Politeness Strategy by Students.....	95
Table 4.10 Frequency of the Use of Politeness Strategy by Students in Uttering Politeness Strategy during Teaching Process was Ongoing.....	96

## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

Language as means of communication holds an important role in every human interaction. It is used to socialize and to interact with each other. Without language people will be difficult to cooperate and understand each other. In communication there are also different styles either in written or spoken language. However, in human daily interaction, spoken language is used more because it can express directly easily to the interlocutors. Through language, people can understand what other people want and think

Communication is a process that allows organism to exchange several methods. Communication can be done in oral or written form. Basically, all people need to have communication to each other to convey what they want to achieve, whether in informal or formal situations. Communications among people are possible because such knowledge is shared with others, although how to share (or even how it is acquired) is not well. When one speak, he must constantly make choices of many different kinds: what he wants to say, how he wants to say it, and the specific sentence types, words, and sounds that best unite the *what* and the *how*. Fiske said that communication is one of those human activities that everyone recognizes but few can define satisfactorily. Communication as a social interaction through messages in its own way.<sup>1</sup> It is known that communication does not only happen in

---

<sup>1</sup> Fiske, *cultural and communication studies*, (Jalasutra: Jokjakarta, 1990), p.1.



individuals but also in organization. It can be seen that most organizations communicate to one another in order to achieve the goals. These goals can be achieved successfully from how good the communication has been done, because by doing good communication the organization will develop well in its interaction.

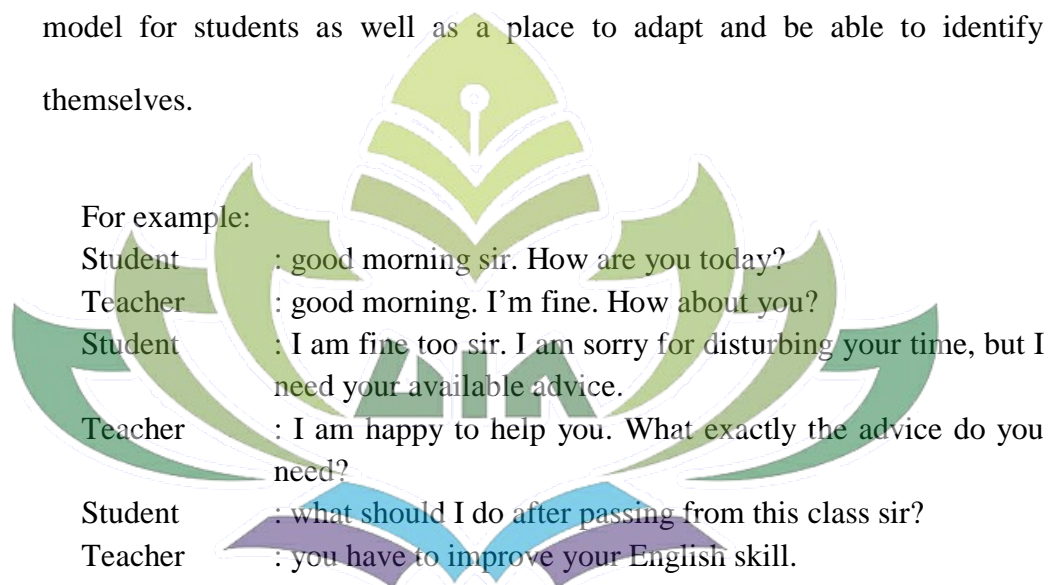
In example, they consider the teacher as a friend, so they are free to say anything or call the teacher by using any greeting. In a sense, there is no gap visible between teachers and students in their relation. The status or position of them is different, as a teacher, and one as a student. But they did not make this status as a barrier which is preventing the intense both to communicate or associate. In this case, many disagreements or misunderstanding are occurred. Some people think it is fine, as long as they know the limitations. However, there are also prohibiting or considered that it is taboo, with the reason that it could damage the teacher's image. When a teacher closed to the students, the students may no longer have any respect with the teacher. Even when they meet, then they greet his teacher at school like a friend.

As an example, "when I meet the teacher on the street". The teacher asks to me, "*where are you going?*". And I answered, "I want to go play sir." Maybe some people may think that it is fine, because it is occurred out of the school. For the students and teacher, it will be polite, because the solidarity between them.

A student should have a polite attitude and respect towards their teacher. Muchtar states that student's politeness toward their teacher include.<sup>2</sup>

*Saying greetings when meeting him, speaking and being polite when dealing with him, practicing the knowledge that has been obtained correctly, do not laugh when talking to the teacher, ....., help and pray for the teacher to be blessed by Allah SWT.*

Instead of a teacher should be able to educate and train students to be polite. Marimba said, "The teacher must be able to be an example and role model for students as well as a place to adapt and be able to identify themselves.



In a situation where people are obligated to create a polite conversation, they will choose certain strategies to have polite conversation in order to maintain the communication. People do this in order to get their conversation to run well and more acceptable by the others. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say,

---

<sup>2</sup> Muchtar, Hari Jauhari. *Fikih pendidikan*. (Bandung : Remaja Rosda Karya 2008)p.161

and to be with other people.<sup>3</sup> It means that politeness strategies is very important used to analyze to students and teacher because it is related to their social interaction.

According to Levinson, there are four strategies to face it; they are bald on record, negative politeness, positive politeness, and off- record strategy.<sup>4</sup> Bald on-Record is mostly used by the speakers having intimate relationship with the addressee. Brown and Levinson state that speaker mostly uses bald on record strategy when he wants to do FTA (Face Threatening Acts) with maximum efficiency toward the hearers face.<sup>5</sup> Politeness strategy is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for himself. Negative politeness strategy is regressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Unlike positive politeness which is free ranging, negative politeness is specific and focused; it performs the function of minimizing the particular imposition that the FTA unavoidably effects. In this research, the researcher only focused on two techniques, they are positive politeness strategies and negative politeness strategies.

Furthermore, based on the results of the pre-survey conducted by researcher at Beringin Ratu Pakuan Ratu, it was found that there are still students who showed a lack of politeness, such as speaking rude or rude

---

<sup>3</sup> G, Yule, *Pragmatics*, (New York: Oxford University Press 1996).p : 60-61

<sup>4</sup> Brown and Levinson *Politeness: Some Universals In Language Usage, Studies in Interactional Sociolinguistics*, (Cambridge: Cambridge University press,1978), p:65

<sup>5</sup> *Ibid*, p: 4

words, behaving badly towards teachers and friends at school. Researcher want to know related to the application of politeness strategies that are carried out by teachers towards courtesy towards teachers.

According to Gamasih, she was interested to analyze the use of politeness strategies in direct speech act used by the lecturer in the teaching process on Basic Speaking Class. The aims of this study were to describe the types of politeness strategies employed by lecturer in speaking class and to discuss the most frequent politeness strategies employed by lecturer in speaking class. In data collecting procedure, the researcher used observation techniques. The most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.<sup>6</sup>

The other previous research is a related in an analysis of politeness strategies, one of the research was conducted by Kurniatin, she said on her thesis entitled “an analysis of politeness strategies used by teacher and student”.

Related to the application of politeness strategies used by teacher, the findings show that all politeness strategies can be found in the teachers utterances. The researcher found out that there are 104 data of teacher utterance on teaching process during four observations. The data contain 64 data of bald on record strategy, 15 data of positive politeness strategy, 4 data of negative

---

<sup>6</sup> Ayu Gemasih, *An Analysis Politeness Strategies Employed By Lecture In Speaking Class Mahasiswi UIN Darusalam* (Banda Aceh 2018)



politeness strategy, and 21 data of off record strategy. It means that Bald on record strategy noted as the high rank. Meanwhile, negative politeness strategy is in the lowest rank.

The researcher found 23 utterances containing politeness strategy used by students. There are 2 utterances of bald on record, 15 utterances of positive politeness strategy an utterance of negative politeness strategy, and 5 utterances of off record strategy. The data show that the students preferred positive politeness strategy to other strategies in conducting communication with the teacher during teaching process.<sup>7</sup>

Meanwhile, researcher want to know related to the application of politeness strategies that are carried out by teachers towards courtesy towards teachers. Regarding the problem above, the researcher conducts a research to find out whether the politeness strategy used is effective in determining the polite attitudes carried out by teachers at SMA Beringin Ratu Pakuan Ratu.

Meanwhile, the researcher wanted to find out about the application of politeness strategies used by teachers, the findings show that all politeness strategies can be found in the teacher's words of student attitudes towards courtesy towards teachers. Regarding the above problem, the researcher conducts a research to find out whether the implementation of the politeness strategy used is effective at SMA Beringin Ratu, Pakuan Ratu.

---

<sup>7</sup> Kurniatin , *An Analysis of Politeness Strategies Used by Teacher and Student in English Class At Mts NU Assalam Kudus, IAIN Surakarta* (Surakarta 2017)

Based on the background above, the researcher is interested to conduct research about An Analysis of Politeness Strategies at SMA Beringin Ratu Apkuan Ratu in Academic Year of 2020/2021.

## **B. Identification of Problem**

Based on the background of the problem above, the researcher identifies the problems as follow:

1. The researcher conducted a research related to the lack of courtesy of students towards teachers.
2. The researcher conducted a research related to the application of the politeness strategy carried out by the teacher

## **C. Limitation of Problem**

In this study, researcher conducted a research related to the politeness strategies carried out by the teacher. By using positive politeness strategies and negative politeness strategies in English class at SMA Beringin Ratu Pakuan Ratu. The analysis based on conversation data related to what the teacher and students. Researcher focused on the politeness strategy carried out by the teacher.

## **D. Formulation of the Problem**

Based on the above research background, the problems in this study are:

1. Positive politeness strategy and the negative politeness strategy used by the teacher effective in the English subject class at SMA Beringin Ratu Pakuan Ratu?

### **E. Objectives of the Research**

Based on the formulation of the research, the objectives of this research are:

- a. To find out whether the politeness strategies used are effective in knowing polite attitudes towards teachers.

### **F. Use of the Research**

This research was have some uses both of theoretically and practically

#### **1. Theoretically**

In theoretical benefit, the teacher and students on learning process can use the research finding. a) The students: The student understood about the using of politeness strategy. The student understood about the types of politeness strategies. b) The teacher: this result of the research can use as reference in English teaching, especially on the using of politeness strategy.

#### **2. Practically**

##### **a. For the teacher**

The teacher get valuable information about politeness strategies that are used to increase students positive politeness in behaving politely.

##### **b. For the student**

By using politeness strategies, students are expected to be able to understand positive politeness and negative politeness and encourage them to behave politely.

- c. For the other researcher

The research can be a reference for the other writing in using peer editing techniques politeness strategies.

- d. For the school

The school had students who behave better politely.

## **G. Scope of Research**

The scope of the research is divided into four parts, they are:

### **1. Subject of the Research**

The subject of students eleventh grade in the SMA Beringin Ratu Pakuan Ratu in academic year of 2020/2021.

### **2. Object of the Research**

The object of the research was students politeness strategies

### **3. Place of the Research**

A research is conducted by the researcher at SMA Beringin Ratu. Located on Serupa Indah, Pakuan ratu, Way Kanan, Lampung

### **4. Time of the Research**

A research conducted at eleventh grade in academic year of 2020/2021



## CHAPTER II

### LITERATURE REVIEW

#### A. Pragmatic

Pragmatics deal with the study of the ability of natural language speaking to communicate purpose of communication. With the different term, Thomas defines pragmatics as meaning in interaction.<sup>1</sup> Meaning in interaction is not something which is inherent in the words alone, nor is produced by the speaker or the hearer alone, but it relates to context and meaning potential of an utterance. Thomass definition was later developed by Yule who divides the definition of pragmatics.<sup>2</sup>

##### 1. Pragmatics is the study of speaker meaning

People dont always say what they mean to say. They mean much more than their words actually say. Pragmatics deal with the study of meaning uttered by the speaker and interpreted by listener. Thus it analyzed the meaning behind what people say rather than what the words might mean by themselves.

##### 2. Pragmatics is the study of contextual meaning

In saying something, people also consider to whom they are talking to, where, when, and under what circumstances. It is because a particular context may influence what is said by the speaker.

##### 3. Pragmatics is the study of how more gets communicated than what it said.

---

<sup>1</sup> Jenny Thomas , *Meaning In Interaction: An Introduction To Pragmatics* (longman, 1995)p.224

<sup>2</sup> Yule, George. *Pragmatics*. Oxford: Oxford (University Press.1996)p.3

In other words, pragmatics is the study of „invisible meaning“; it explores how a great deal of what is unsaid is recognized as part of what is communicated. 4. Pragmatics is the study of expression of relative distance

People will not say anything to anyone whom they don't recognize well. Hence, closeness whether it physical, social or conceptual, implies shared experience.

Based on some of the above opinion, it can be affirmed that pragmatics is the branch of science that studies the structure of language externally language which is related to how the language unit used in communication. Pragmatics basically investigate what is the meaning behind the speech related to the context encapsulating than the language, so that the basis of the understanding of the pragmatics is the relationship between the language of the context.

## **B. Politeness**

### **1. Definition of Politeness**

This broader definition derives from the work of the Goffman and Levinson which describe politeness as showing concern for people's face.<sup>3</sup> From this definition politeness is seen from people's faces, where the face is a positive face or negative face.

Everyday usage the term politeness describes behavior which is somewhat formal and distancing where the intention is not to intrude or impose. Being polite means expressing respect towards the person you are talking to and avoiding offending them. I will be using a broader definition of politeness. In

---

<sup>3</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.61

this writing politeness will be used to refer to behavior which actively expresses positive concern for others, as well as non-imposing distancing behavior. In other words, politeness may take the form of an expression of good-will or camaraderie, as well as the more familiar nonintrusive behavior which is labeled 'polite' in everyday usage.

This broader definition derives from the work of Goffman and Brown and Levinson which describe politeness as showing concern for people's 'face'. The term 'face' is a technical term in this approach. While it is based on the everyday usages 'losing face' and 'saving face', it goes further in treating almost every action (including utterances) as a potential threat to someone's face.<sup>4</sup>

Every human has face needs or basic wants and people generally cooperate in maintaining each other's face and partially satisfying each other's face needs. Politeness involves showing concern for two different kinds of face needs: first, negative face needs or the need not to be imposed upon; and secondly, positive face needs or the need to be liked and admired. Behavior which avoids imposing on others (or avoids 'threatening their face') is described as evidence of negative politeness, sociable behavior expressing warmth towards addressees is positive politeness behavior.<sup>5</sup> According to this approach, any utterance which could be interpreted as making a demand or intruding on another person's autonomy can be regarded as a potential face-

---

<sup>4</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.61

<sup>5</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.102

threatening act. Even suggestions, advice and requests can be regarded as face-threatening acts, since they potentially impede the other person's freedom of action.

Using this definition, behavior such as avoiding telephoning a colleague early on a Sunday morning or apologizing for interrupting a speaker are expressions of negative politeness while sending a birthday card to a friend or calling a child sweetie are expressions of positive politeness. As the example suggest, politeness may be expressed both verbally and non-verbally, but in this writing I will be focusing on linguistic politeness or ways in which people express politeness through their usage of language. I suggested above that women tend to be more polite than men. More specifically, it will become clear in the following chapters that, in general, women are much more likely than men to express positive politeness or friendliness in the way they use language. Women's utterances show evidence of concern for the feelings of the people they are talking to more often and more explicitly than men's do.

Psychological differences account for gender differences in orientation to others. Women are more concerned with making connections; they seek involvement and focus on the inter-dependencies between people.<sup>6</sup> Men are more concerned with autonomy and detachment; they seek independence and focus on hierarchical relationships. If one accepts this view, it is possible to see how such psychological differences might account for differences in the ways woman and men use language. A preference for autonomy links more

---

<sup>6</sup> Chodorow, *Psychology of Women : Handbook of Issues and Theories* (Florence Denmark, 1774),p.17



obviously with linguistic strategies that assert control, for example, while a focus on connection relates more obviously to linguistic devices that involve others and emphasize the interpersonal nature of talk.

In many societies, girls and boys experience different pattern of socialization and this, it is suggested, leads to different ways of using and interpreting language. In modern western societies, most girls and boys operate in single sex peer groups through an influential period of their childhood, during which they acquire and develop different styles of interaction. The boys' interaction tends to be more competitive and control-orientated, while the girls interact more cooperatively and focus on relative closeness. Gender differences in patterns of language use can be explained by the fact that girls and boys socialized into different cultures. Each group learns appropriate ways of interacting from their same sex peers - including ways of interacting verbally.

To choose what politeness strategies that should be used on conversation, the politeness must be considered on the situation whether it is formal or informal. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another.<sup>7</sup> Politeness consists of attempting to save face another. Politeness theory states that some speech acts threaten others face needs. Politeness theory was created in 1987 by "Penelope Brown and Stephen Levinson" and their research has since expanded academia's perception of Politeness.

---

<sup>7</sup> Sara Mills, *Gender and Politeness*, (Cambridge: Cambridge University Press, 2003), p.6

### C. Brown and Levinson's 'politeness' theory

Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of 'politeness' and how it functions in interaction. The second part is a list of 'politeness' strategies with examples from three languages : English, Tzeltal, and Tami. In the theoretical part of their work, Brown and Levinson introduce the notion of 'face' in order to illustrate 'politeness' in the broad sense. That is to say, all interactants have an interest in maintaining two types of 'face' during interaction: 'positive face' and 'negative face'. Brown and Levinson define 'positive face' as the positive and consistent image people have of themselves, and their desire for approval. On the other hand, 'negative face' is "the basic claim to territories, personal preserves, and rights to non-distraction".<sup>8</sup>

The utilising of this notion of 'face', 'politeness' is regarded as having a dual nature: 'positive politeness' and 'negative politeness'. 'Positive politeness' is expressed by satisfying 'positive face' in two ways: 1) by indicating similarities amongst interactants; or 2) by expressing an appreciation of the interlocutor's self-image. 'Negative politeness' can also be expressed in two ways: 1) by saving the interlocutor's 'face' (either 'negative' or 'positive') by mitigating face threatening acts (hereafter FTAs), such as advice-giving and disapproval; or 2) by satisfying 'negative face' by indicating respect for the addressee's right not to be

---

<sup>8</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.61

imposed on. In short, ‘politeness’ is expressed not only to minimize FTAs, but also to satisfy the interactants’ face regardless of whether FTA occurs or not.

Even though this theoretical part of their work seems to have the potential to apply to various types of interaction, Brown and Levinson’s list of ‘politeness’ strategies mainly covers a certain very limited type of interaction. The examples they give consist mainly of single utterances which either have or presuppose clear communicative goals, such as asking to borrow a book or giving advice. Brown and Levinson tend to ignore the fact that most single utterances are actually just constituents of a larger exchange between two or more interactants. Firstly, they pay no attention to phenomena which occur across the entire discourse, such as back-channelling or the overall sequence of utterances. Secondly, they ignore any interaction, such as simply enjoying a casual conversation, which does not involve a predetermined goal.

Therefore, this paper discusses how Brown and Levinson’s theory can be applied to non-goal- oriented interaction by utilizing naturally occurring casual conversations as data. The language of these conversations is Japanese. The analysis shows some examples of ‘politeness’ phenomena which Brown and Levinson’s list of ‘politeness’ strategies does not cover, but which have frequently been observed in the data for this study. They can be regarded as ‘politeness’ strategies according to Brown and Levinson’s

general definition of ‘politeness’: they occur to satisfy the interaction ’ ‘face’ regardless of the occurrence of an FTA, or to minimize an FTA.

#### **D. Politeness Strategies**

The concept of politeness strategies developed by Brown and Levinson is adapted from the notion of “face” introduced by a sociologist named Erving Goffman. Face is a picture of self-image in the social attributes. In other words, the face could mean honor, self-esteem, and public self-image. According to Goffman, each participant has two needs in every social process: namely the need to be appreciated and need to be free (not bothered).<sup>9</sup> The first need is called positive face, while the latter is negative face. FTA threatens the stability of the intensity of communication; politeness in this case can be understood as an effort to prevent and or repair damage(s) caused by the FTA. The greater the threat to stability, the more politeness, face work technique, is necessary. Face work which aims at positive face is called ‘solidarity politeness’, while face work that deals with negative face is known as ‘respect politeness’. In connection with this strategy politeness, Brown and Levinson show that there are five ways to avoid the FTA. The five strategies are sorted by degree of risk ‘losing face’; the higher the risk of losing face, the less likely the speaker did FTA. In this case, Renkema gives an example of this strategy.

A. *Hey, friend, could you lend me a hundred bucks?* (Positive politeness)

B. *I'm sorry I have to ask, but could you lend me a hundred dollars?*

(Negative politeness)

---

<sup>9</sup> Goffman, *On Face-Work, An Analysis of Ritual Elements In Social Interaction*, (pschirty 1955)



Brown and Levinson's politeness theory classifies five strategies:

#### 1. Bald on Record Strategy

According to Levinson, bald on record strategy is a strategy of doing the FTA to state something clearly. The main reason for choosing a strategy according to Levinson is that speakers want to perform FTAs with maximum efficiency.<sup>10</sup>

#### 2. Positive Politeness Strategy

According to Levinson, positive politeness strategy is a strategy for doing an FTA with face-saving way or maintaining a positive face of opponents' speaker. In doing the FTA, speakers give the impression that speakers have the same desire to the other speaker to show friendship between them.<sup>11</sup>

#### 3. Negative Politeness

Negative politeness orients to maintain other people's negative face. This is more likely if there is a social distance between the speaker and the listener. When we use negative propriety, we use speech strategies that emphasize our respect for the listener<sup>12</sup>.

#### 4. Off Record Strategy

According to Levinson, off record strategy is used when the speaker wants to do the FTA but wants to avoid responsibility for doing so. The

---

<sup>10</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.62

<sup>14</sup> *Ibid* p.131

<sup>15</sup> *Ibid*, p.131

<sup>16</sup> *Ibid*, p.211

speakers allow the listeners to give more than one interpretation of what the speakers say.<sup>13</sup>

(a) to follow what it says, bald on record, (b) perform speech acts using positive politeness (refers to the positive face), (c) perform speech acts using negative politeness (refers to the face of a negative), (d) indirect speech act (off the record) Brown and Levinson's politeness theory classifies five strategies: (a) to follow what it says, bald on record, (b) perform speech acts using positive politeness (refers to the positive face), (c) perform speech acts using negative politeness (refers to the face of a negative), (d) indirect speech act (off the record), and (e) do not do speech act or say anything (do not do the FTA). In connection with this politeness strategy, here are the possible strategies for doing FTAs.<sup>14</sup>

### **1. Positive Politeness Strategy (Brown and Levinson)**

Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of politeness and how it functions in interaction. The second part is a list of politeness strategies. In the theoretical part of their work, Brown and Levinson introduce the notion of face in order to illustrate politeness in the broad sense. That is to say, all interactants have an interest in maintaining two types of face during interaction: positive face and negative face. Brown and Levinson define positive face as the positive and consistent image people have of themselves, and their desire for approval.

---

<sup>14</sup>Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987),

On the other hand, negative face is the basic claim to territories, personal preserves, and rights to non-distraction.

The positive politeness strategy shows that the hearer has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity. Positive politeness strategy ("showing solidarity"): FTA is avoided by appealing to the listener's positive face .

Examples:

*Is it okay if I borrow one of your pens?*

*Can you close the door?*

*Mind passing me the salt?*

*Hey, can you be quite for a moment?*

Positive face can be used when speaker and listener have a symmetrical relationship in terms of power (friends, siblings, students) and the speaker wishes to phrase his request as a positive appeal.

Positive face-threatening acts are a direct challenge to the face of the listener. They contain an indifference to the listeners self-image and include things such as threats, insults, and belittling the listener. Positive FTA includes speech that involves socially unacceptable topics, such as sexual innuendo and racial slurs. A speaker might also embarrass a listener by inappropriate references to gender, age, or status. A speakers own face may be damaged in these situations by the necessity of an apology or an admission of personal weakness.

In politeness theory, negative face-threatening acts occur when the speaker impinges on the listeners negative face. The speaker requires a verbal response

or an action from the person she is addressing. Negative FTAs can include advices, warnings, or requests of the listener to perform a certain action. It is confrontational in the sense that either the listener or the speaker must acquiesce in the desires of the other.

Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/ acquisitions/ values resulting from them) should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that one's own wants (or some of them) are in some respects similar to the addressee's wants.

## **2. Negative politeness strategies (Brown and Levinson)**

Another kind of politeness strategy is negative politeness. This strategy is used when S wants to show that he cares and respects H's Negative Face. If S did or will do an FTA, he will minimize the threat by using apology, deference, hedges and other strategies. Negative Politeness strategies consist in assurances that the speaker recognizes and respects the addressee's negative-Face wants and will not (or will only minimally) interfere with the addressee's Freedom of Action.

This strategy assumes that there might be some social distance or awkwardness between speaker and hearer and it is likely to be used whenever a speaker wants to put a social brake on his interaction Brown and Levinson<sup>15</sup>.

---

<sup>15</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p. 129

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher used descriptive qualitative research. Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi methods to interpret, understand, explain, and bring meaning to them.<sup>1</sup> According to Bogdan and Biklen in Sugiyono said that qualitative research is descriptive. The data collected in the form words of words of pictures rather than number.<sup>2</sup> This design was used the data of study are in the form of words in written language rather than numbers, taken in natural setting, and explained descriptively.

In this research, the researcher used qualitative research with document analysis that focuses on pragmatics. The researcher puts more emphasis on the types of politeness strategies and the politeness strategies of oral communication employed by the teacher in teaching and learning process. This method is an effort to describe, record, analyze and interpret the conditions that currently occur or exist. Therefore, this research uses descriptive qualitative research. Wohl in Wiersma states that qualitative research is a research that describes event in words rather than numbers or

---

<sup>1</sup> Gray Anderson and Nancy Arsenault, *Fundamental of Educational Research* (Philadelphia: The Falmer Press, 1998), p.126

<sup>2</sup> Sugiyono, *Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2015), p.13



sizes. Therefore, the data and the analysis in this research are in descriptive form and the data was collected in word form Moleong.<sup>3</sup>

## **B. Research Subject**

The researcher selects the people or participants who know the phenomenon of the problem. The researcher uses purposive sampling technique to choose the participants. Arikunto said that purposive sampling technique is sampling technique which is done because limited time and finding.<sup>4</sup> According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. Thus, in this research, the researcher was choose the subject according to the need and purpose of the research. The researcher was choose the English teacher and the students of the eleventh grade of SMA Beringi Ratu as the participant of this research.

## **C. Research Procedure**

The data collected in Class XI audio record from beginning to end class. From audio recording of teaching and learning process the researcher transcribe audio into convention transcripts the final stage, the research used photos and others documents in the selection and classification of two

---

<sup>3</sup> Wiersma, W. (1995). *Research Methods in Education: an Instruction*.Massachussetts. A Simon and Schuster Company

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p.127.

strategies in based on Brown and Levinson's theory of positive politeness strategies and negative politeness strategies.<sup>5</sup>

#### **D. Data Collecting Technique**

Data collecting technique is the first main step in the research, because the main purpose of the research is to get data. In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation, and triangulation/composite.<sup>6</sup> In order to get the data, the researcher have been documentation. “Documentation is the transcript of phenomenon to bygoness. Documentation can be writing shaped, picture, or monumental works from someone”.<sup>7</sup> The researcher was using document analysis as a technique the data.

#### **E. Research Instrument**

In qualitative research, the researcher is as human instrument which determines the research focus, chooses the informant as source the data, does the collecting of data, analyzes the data, makes the conclusion of his/her finding. In this research, the researcher was take audio-record of teaching and learning process the researcher was transcribe the audio into convention

---

<sup>5</sup> Brown and Levinson, *Politeness:Some Universals in Language Usage*,(Cambridge: Cambridge University Press, 1987),

<sup>6</sup> *Ibid*, p. 224

<sup>7</sup> *Ibid*, p. 240

transcript and the final stage in the selection and classification strategies in doing FTA based on Brown and Levinson theory.<sup>8</sup>

#### **F. Data trustworthiness**

In the qualitative research, the researcher reveals the data as the real life of the subject. This qualitative research used some methodologies to keep validity of the data in order to have more accurate conclusion. To made the data valid triangulation is employed. Qualitative validity means that the researcher was checked for the accuracy of founding by employing certain procedures. The technique used to improve the validity of data in qualitative research a triangulation, there were six kinds of triangulations, there as follows:

1. Triangulations of time, triangulations of times has two from, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.
2. Triangulations of place, in triangulations of place to make the data collection more accurate, it can be done using different place for similar data.

---

<sup>8</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987),

3. Triangulations of theory. In triangulations of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulations of method. In triangulation of method the researcher used different method for collecting similar data.
5. Researcher triangulation. The researcher used triangulation of collecting the same data, it was done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely qualitative and quantitative so, the researcher collect the both of data from those approach.

In this research, the researcher used triangulation of method. In triangulation of method, the research used three data collecting techniques; they are observation, interview and document. The observation focused to know the attitude towards of student' courtesy towards the teacher. Interview and document was conducted to get the data which can be used to make sure about the result of observation.

## **G. Data Analysis**

Data analysis in the process of organizing the data in order to obtain regularity of pattern of from of the research. According to Miles and Huberman there are current flows of activity: data reduction, data display, and conclusion drawing and verification. These are clear explanation about data analysis process of this research:

## 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In data reduction the mess of data has to be organized and meaningfully reduced or reconfigured. In this case, the research selected the data derived from observation on teaching and learning process, interviewed to the teacher and documentation to the students.

## 2. Data Display

Data display is second component or level in miles and Hubermen model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. Some activities in analyzing the data that has been done by the researcher in data display are:

### a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process of teaching and learning speaking. By observing the class the researcher knew how the process of teaching and learning and the students' problem in learning speaking.

### b. Interviewing the teacher



In this step, the research interviewed the teacher to get information about what was the causes of the students' problem it hard to be polite to the teacher. By interviewed the teacher the researcher knew what was the cause of the problem in be polite.

c. Documentation

In this step, the researcher collects existing documents. so researchers get an overview of the school, organizational structure and conditions of teachers and students.

### 3. Conclusion Drawing or Verification

The last step of analyzing the data is conclusion drawing/ verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher draws the conclusion and verify the answer of research question that was done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher gets the conclusion aboutan analysis of politeness strategies at SMA beringin ratu in academic year 2020/2021.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the result of the research and is divided into two sections. The first section presents and describes the examined data from classroom observation. The data found are related to the politeness strategies used in teacher and students' utterance during teaching process was ongoing. The second section consists of discussion of the data found in teacher and students' utterance. This section provides a deep explanation on the politeness strategies used by teacher and students. There are some examples for the analysis to make the explanation clear.

#### **A. Research Findings**

This section consists of two parts. The first part describes the findings for the types of politeness strategies used by teacher in English class and second part describes the types of politeness strategies used by students in English class. From the object of the research, there are 127 data found by the researcher. The data consist of 103 data uttered by the teacher and 23 data uttered by the students.

The researcher did the observation four times, so the research finding was presented into several parts; first until fourth meeting. The data classified into three activities; opening, core, and closing activity in each meeting. Since the researcher was in classroom, she was used design of classroom. The detail explanation is as below:

## **1. The politeness strategies used by teacher during teaching process in English class.**

### **a. First observation**

The researcher found 11 utterances of politeness strategies used by teacher in the first observation. The detail as below:

Description of context

Day, Date : Wednesday, 03<sup>th</sup> February 2020

Time : 10.10- 11.30 WIB

The researcher came to the school at 06.30. The researcher enters the school office to meet the head master. As what he said, he will meet me with the English teacher. He introduces Miss Laili to me. Accidental today she will teach in. It was an active class, she told me. The teacher and researcher enter the classroom. Then, the researcher took a sit in the back of class. Before the teacher started the learning activity, the researcher prepared the tools, such as, recorder, book note and pen. During the learning activity, the researcher records the activity and writes some notes. The reasons why the teacher took some notes is the situation in this class was very noisy, so the teacher voices difficult to be heard.

The learning activity today is discussed about some request LKS book. In opening activity, the teacher greeted “Assalamualaikum warahmatullahi wabarakatuh” and “Good morning, class?”. then the students answered by saying “Wa‘alaikumsalam warahmatullahi wa barakatuh. Good morning miss”. The teacher checked the attendance list and tried to make into a good condition.

The learning activity finished at. the teacher asked the students to pray together. After praying together the researcher said thanks to them. Then the teacher closed the class by saying hamdallah together.

### 1) Opening activity

There are several types of politeness strategies used by teacher during teaching process in English class. The detail explanation as below:

#### a) Bald on record

There is an utterance used bald on record employed by the teacher during opening activity of teaching process was ongoing. The detail as below:

DATUM3/CD1/BOR/OFFR

*"Okay, please lend it. I'll wait in the multimedia room. "*

The utterance above belongs to Bald on record strategies – cases of FTA-oriented bald on record usage. The utterance above shows that the teacher asks to the students to borrow an LCD in staff room. The teacher uses the word “silahkan” to minimize the threat to the student’s face.

#### b) Positive politeness strategy

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

(1) Notice, attend to hearer DATUM1/CD1/PP/NATH

“Ok, as your wants guys. We will study at Mutimedia room. I need an LCD. Where did I have it?”

The conversation above shows that teacher employs positive politeness

strategy 1, namely notice, attends to the hearer (her needs). The teacher knows that the students want to study in Multimedia room. It means that they need an LCD. Therefore when the teacher has a problem in borrowing LCD, she asks the student to help her. Before the teacher asks the students, she tries to satisfy the student's positive face by saying the students wants to study in multimedia room.

(2) Seek agreement DATUM4/CD1/PP/SAGR

“Yes, you should bring your book and LKS”

The teacher used positive politeness while uttering the utterance above. It belongs to seek agreement. Seek agreement may also be stressed by *repeating* part or all of what the preceding speaker has said. In this conversation, the teacher agrees with what student said by repeating what he said. The context is the student asked to the teacher “Bu, mbeto buku? (Miss, should we bring our books?)”. Then she answer “Yes, you should bring your book and LKS” to assert that she agrees with what they said.

2) Core activity

There are several politeness strategies used by teacher during teaching process in English class.

a) Bald on record strategy

There are some utterances of bald on record strategy used by teacher.

(1) Maximum Efficiency DATUM9/CD1/BOR/MXEF

“*Follow me*”

The utterance above shows that the use of maximum efficiency is important, because the situation is urgent. The teacher asks to the student to help



her to take some book at that time.

## (2) Offers

There are 4 utterances used Offers strategy:

DATUM5/CD1/BOR/OFFR

*"Please, one of you, take all of dictionary"*

The utterance shows that the teacher asks to the students to take a dictionary in the classroom.. The teacher uses the word "please" to minimize the threat to the student's face. it also applies in data 7, 10, 13.

### b) Positive politeness strategy

There is an utterance use positive politeness strategies found in core activity.

DATUM8/CD1/PP/OFFR

*"Let me take the book, how many group?"*

The speaker in this strategy tries to offer herself. In this conversation, the teacher wants to help the students to take some books for them.

### c) Off-record strategy DATUM12/CD1/OR/GVCL

*"It's about to finish the time."*

The utterance above belongs to give association clues. It shows that the teacher conveys a command to the students to collect the assignment soon.

## 3) Closing activity

There is an utterance found in opening activity.

DATUM14/CD4/BOR/OFFR

*"Yes, that has already been collected!"*

The utterance above belongs to bald on record strategy- cases of FTA-

oriented bald on record usage. The utterance above shows that the situation is not urgent. So the use of maximum efficiency and face redress is not necessary important. The teacher wants to command te students to collect their task if they have been finished it.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.1 The frequency of the use of politeness strategy by teacher**

Context	Kinds of Politeness Strategy		Data Number	Frequency
Opening	Bald On Record	Offers	3	1
	Positive Politeness	Notice, attend to hearer	1	1
		Seek Agreement	4	1
Core	Bald On Record	Maximum Efficiency	9	1
		Offers	5, 7,10, 13	4
	Positive Politeness	Offer, promise	8	1
	Off record	Give Assosiation clues	12	1

Closing	Bald On Record	Offers	14	1
Total				11

### **b. Second observation**

The researcher found 27 utterances of politeness strategies used by teacher in the second observation. The detail as below:

Day, Date: Wednesday, 12th February 2020

Time: 12.00- 13.20 WIB

Wednesday, 12<sup>th</sup> February 2020 the lesson started at 12.00- 13.20 in 11 class. The teacher and researcher say greeting “Assalamualaikum warahmatullahi wa barakatuh, good morning class?”. Then the students respond greeting by saying “Wa’alaikumsalam warahmatullahi wa barakatuh. Good Morning miss”.

The researcher checked the attendance list and tried to make into a good condition. Then the teacher explained what the task that should be done by the students. The teacher asks to the students to translate the article from English into Indonesia. After that, the teacher asked the students to collect it. If there is someone who did not collect it, the teacher will give him a punishment. The punishment is memorizing some vocabulary that written by the teacher in the white board.

The learning activity finished at 12.45. After the students collect the task, the researcher explained to the students what they should prepare for the next meeting. The teacher asked the students to pray together. After praying together

the researcher said thanks to them. Then the teacher closed the class by saying hamdallah.

### 1) Opening activity

There is an utterance found in opening activity.

DATUM15/CD2/BOR/MXEF

“Come on!”

The utterance above belongs to bald on record strategy- Cases non-minimization of the threat. It shows that the use of maximum efficiency is important, because the situation is urgent. The teacher asks to the student to enter the class because the learning process will begin.

### 2) Core activity

There are utterances of politeness strategy found during core activity. The detail is below:

#### a) Bald on record strategy

(1) Power different between S and H

DATUM38/CD2/BOR/PWDF

*“Find it!”*

The utterance above shows that the use of maximum efficiency is important, because the teacher asks to the student to find the assignment at that time.

#### (2) Sympathetic advice or warnings

DATUM21/CD2/BOR/SMAW

*“Hey, don't make a fuss. ask one by one .. ”*

It belongs to bald on record strategy. The utterance shows that the teacher warns

the students to be not quiet. It also applies in data 41.

### (3) Offers

There were 12 utterances used Offers Strategy. The detail is as below:

DATUM18/CD2/BOR/OFFR

*"Please come forward"*

The utterance above, the teacher used bald on record strategy. She give command or offers the student to come forward. It also applies in data 19, 24, 25, 26, 35, 36, 37,39, 40, 42, 43.

### b) Positive Politeness Strategy

#### (1) Use in-group identity markers

"DATUM44/CD2/PP/UGIM"

*"help me please!"*

In the conversation above, the teacher used positive politeness strategy by using "please" to soften the threat. Beside that the teacher uses the word "Mas" to call the student as to show the identity.

#### (2) Seek agreement "DATUM31/CD2/PP/SAGR"

*"Yes, the rubbish"*

In order to show that the teacher agree with the student statement, the teacher repeat what have been said by the student. In this conversation the students asked the teacher, " (How about the rubbish?),then the teacher answer by repeating all of part the student statement.

#### (3) Give or ask for reasons DATUM17/CD2/PP/GAFR

*"Why do you choose in the corner?"*



The utterance above shows that teacher employs positive politeness strategy 13, namely give or ask for reason. The teacher asks the student about the reason why she did not want to sit in the front desk.

c) Negative politeness strategy

There are two utterances used negative politeness strategy.

DATUM16/CD2/NP/CNVI

*"Come on, please, who hasn't."*

That utterance belongs to be conventionally indirect. The teacher means to command the students who haven't finished her task to finish it soon. Besides that, there is an utterance used negative politeness strategy found during core activity.

DATUM27/CD2/NP/IMPR

*"T: The others silent please.."*

The utterance above shows that teacher employs negative politeness strategy 7, namely impersonalize S and H. In expressing this strategy, the speaker save the hearer's negative face by avoiding "I" and "you". The speaker is demonstrating the hearer by not using the pronouns "I" and "you". In this context, the speaker use "yang lain" means "the others".

d) Off-record strategy

(1) Give hints

There is an utterance use give hints strategy.

DATUM23/CD2/OR/GVHN

*"T: Hallo.. Ssttt"*

The utterance above shows that the teacher is disturbed by the students because they were noisy. The teacher said that utterance to give a clue and hopes the students know what she means. Then the students will do something, such as being quiet.

### (2) Give association clues

There is an utterance use give association clues strategy.

DATUM29/CD2/OR/GVCL

*“T : Time is running”*

The teacher said this utterance not only for gives information, but also to remembers and commands. The teacher gives a command by give a clue “time is running” and hopes the students will finish their assignment soon before the time runs out.

### (3) Use rhetorical questions

There is an utterance use rhetorical question strategy.

DATUM22/CD2/OR/URTO

*“is there any question?”*

In this context, the students know that the meaning of that question is command. Actually, they know that it is time for students to ask to the group that presents in front of class. The teacher gives command by using question without hopes to get an answer from the students. The purpose of that utterance is the teacher wants to disguise the meaning, it is asking and commanding.

### 3) Closing activity

There is an utterance found in teaching process during closing activity.

DATUM45/CD2/BOR/OFFR

*"T: Please collect those that have been completed. Then go back to class. "*

It belongs to Cases of FTA-oriented bald on record usage by offer to the hearer. The utterance shows that the teacher asks to the students to collect the assignment then back to the class. The teacher uses the word “silahkan” to minimize the threat to the student’s face.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.2 The frequency of the use of politeness strategy by teacher**

Context	Kinds of Politeness Strategy		Data Number	Frequency
Opening	Bald On Record	Maximum Efficiency	15	1
Core	Bald On Record	power different between S and H	38	1
		Sympathetic advice or Warnings	21, 41	2
		Offers	18, 19, 24, 25, 26, 35, 36, 37, 39, 40, 42, 43	12
	Positive Politenes	Use in-group identity markers	44	1

		Seek Agreement	31, 32, 34	3
		Give or Ask or reason	17	1
	Negative Politeness	Be conventionally Indirect	16	1
		Impersonalize S and H	27	1
	Off record Strategy	Give hints	23	1
		Give association clues	29	1
		Use rhetorical Questions	22	1
Closing	Bald On Record	Offers	45	1
Total				27

### c. Third observation

The researcher found 23 utterances of politeness strategies used by teacher in the third first observation. The detail as below:

Day, Date: Monday, 17<sup>th</sup> february2020

Time: 10.10- 11.30 WIB

The researcher came to the school at 06.30 in 11 class. The situation was quiet, because it was learning time. The researcher text Mrs. Yeni rahmawati as English teacher during walked to the office. In front of the office, the researcher

met some teacher. Then, the researcher shakes hands with them. After waiting for some minutes, Mrs. Hesti exit from the office and met the researcher. She asked the researcher to enter the class.

The teacher and researcher entered the classroom while discussed about the class. Then, the researcher took a sit in the back of class. Before the teacher started the learning activity, the researcher prepared the tools, such as, recorder, book note and pen. During the learning activity, the researcher records the activity and writes some notes. The reasons why the teacher took some notes is the situation in this class was very noisy, so the teacher voices difficult to be heard.

The learning activity today is discussed about report text in LKS book. In opening activity, the teacher greeted “Assalamualaikum warahmatullahi wabarakatuh” and “Good morning, class?”. then the students answered by saying “Wa’alaikumsalam warahmatullahi wa barakatuh. Good morning miss”. The teacher checked the attendance list and tried to make into a good condition. After that, the teacher asks the students to go to the multimedia center and gives lesson to the students. Today, they discuss about report text. They distinguish the differences about descriptive and repot text. Beside that they learn about the purpose, generic structure, and language features of report text.

The learning activity finished at. . The teacher asked the students to pray together. After praying together the researcher said thanks to them. Then the teacher closed the class by saying hamdallah together .

#### 1) Opening activity



There is no utterance used politeness strategy found in the opening activity.

2) Core activity

a) Bald on record strategy

(1) Maximum Efficiency

DATUM53/CD3/BOR/MXEF

*"Now!"*

The utterance above shows that the use of maximum efficiency is important, because the situation is urgent. The teacher asks to the student to do the assignment at that time. It also applies in data 63.

(2) Sympathetic advice or warnings

DATUM73/CD3/BOR/SMAW

*"please don't make a fuss"*

The context is that there is a student comes late, but he just enters the class without permission. Then, the teacher gives him a warning to do not be like that.

(3) Offers

There was some utterances used Offers strategy. The detail is as below:

DATUM47/CD3/BOR/OFFR

*"Open the workbook page 34!"*

In the conversation above, the teacher said directly to the students to open their workbook. Therefore the teacher used bald on record in uttering offer. It also applies in data 50, 60, 62, 64, 67, 68.

b) Positive politeness strategy DATUM65/CD3/PP/AVDG

*"I'm Javanese"*

The utterance above shows that teacher avoids disagreement. The teacher actually not sure to answers the student question. Then the student said, “are you British right?”, because they hope the teacher know about what they mean.

c) Negative politeness Strategy

There is an utterance uttered by teacher used negative politeness strategy.

DATUM51/CD3/NP/QSHD

*“If you are not doing this task,I will ask you to memorized it”*

d) Off-record strategy

(1) Give hints DATUM59/CD3/OR/GVHN

*“T : point the whiteboard”*

In this strategy, the teacher is inviting the students to find the implied meaning of the hints. The teacher is stating indirectly that the student should find the vocab in the white board before he ask to the teacher. It also applies in data 61, 66, 69, 71, 72.

(2) Overstate DATUM54/CD3/OR/OVRS

*“T : Along it throughout. Already, easy right? You can just see it like this ... ”*

The student asks to the teacher about along means. The teacher appreciates his question. In this utterance the teacher said „ *You can just see it like this*” to show her overstate that the task given by her to the student was very easy.

(3) Use rhetorical questions DATUM48/CD3/OR/URTQ

*“T : Sssttt.. please don't make a fuss?!”*

In this context, the students know that the meaning of that question is command. Actually, they know that it is time for study together. The teacher gives command

by using question without hopes to get an answer from the students. The purpose of that utterance is the teacher wants to disguise the meaning, it is asking and commanding. It also applies in data 56.

(4) Be vague DATUM49/CD3/OR/BVU

*"T : this guy is so noisy.. oh my God"*

In this strategy, the speaker delivers his or her message by saying something unclearly. The word "this guy" in the above statement is an example that the teacher is being unclear about the object of FTA.

3) Closing activity

a) Bald on record strategy

There is an utterance use bald on record strategy found in closing activity.

DATUM74/CD3/BOR/ORBOR

*"T : Come on, collect it! Pray first."*

The utterance above belongs to Cases of FTA-oriented bald on record usage. The teacher asks the student to praying together. The use of maximum efficiency in this context is not necessary, because it is not urgent situation.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.3 The frequency of the use of politeness strategy**

Context	Kinds of Politeness Strategy		Data Number	Frequency
Opening	-			

Core	Bald On Record	Maximum Efficiency	53, 63	2
		Sympathetic advice or warnings	73	1
		Offers	47, 50, 60, 62, 64, 67, 68	7
	Positive Politenes	Avoid Disagreement	65	1
	Negative Politeness	Question, hedge	51	1
	Off record Strategy	Give hints	59, 61, 66, 69, 71, 72	6
		Overstate	54	1
		Use rhetorical Questions	48, 56,	2
		Be vague	49	1
Closing	Bald On Record	Maximum Efficiency	74	1
Total				23

#### d. Fourth observation

There are 43 politeness strategies utterance found during teaching process in the

fourth observation. The detail is below:

Day, Date : wednesday, 26<sup>th</sup> february 2020

Time : 12.00- 13.20 WIB

Wednesday 26th February 2020, the lesson started at 12.00- 13.20 in 11 class. The teacher and researcher says greeting “Assalamualaikum warahmatullahi wa barakatuh, good morning class?”. Then the students responded greeting by saying “Wa’alaikumsalam warahmatullahi wa barakatuh. Good Morning miss”.

The researcher checked the attendance list and tried to make into a good condition. Then the teacher explained that we would like to continue to discuss about report text similar with last meeting. The teacher asks to the students to go to the multimedia center. After that, the teacher asked the students to analyze the report text. Before that, the teacher gives a lesson to remind the student about report text.

Then the researcher explained to the students what they should prepare for the next meeting. The learning activity finished at 10.15. The teacher asked the students to pray together. After praying together the researcher said thanks to them. Then the teacher closed the class by saying hamdallah together .

#### 1) Opening activity

##### a) Bald on record strategy

##### (1) Welcoming

There is an utterance uttered by the teacher by using welcoming strategy.

DATUM75/CD4/BOR/WLCM

*“Good Morning students?.*



The teacher used bald on record in uttered welcoming to the students. This strategy used because the teacher insists that the students may impose on her negative face.

## (2) Offers

There is an utterances found during core activity. The detail is below:

DATUM79/CD4/BOR/OFFR

*" Sssh.. will continue later. "*

The teacher directly uttered the utterance above because she wants to welcomes the student when the learning will be started.

### 2) Core activity

#### a) Bald on Record Strategy

(1) Maximum Efficiency There are 24 utterances found in opening activity.

DATUM81/CD4/BOR/MXEF

*"Take out the workbook"*

The teacher uttered the utterance to the students directly. She didn't concern any face risk because of her utterance. Teacher could directly command the students because she has higher authority than them. Teacher knew well that students would comply what she commanded because student didnt have any option to disobey her command. It also applies for data 85, 87, 90, 91, 92, 93, 98, 99, 101, 103, 105, 107,108, 110, 111, 112, 116, 117, 118, 119, 121, 123, and 125.

## (2) Sympathetic advice or warnings

DATUM88/CD4/BOR/SMAW

*"So, you have to pay attention it"*

Teacher used Bald on record strategy to give advice to the students. The utterance shows that the teacher wants the student to pay attention the learning.

b) Positive politeness strategy

(1) Seek agreement DATUM82/CD4/PP/SAGR

*"Yes, LKS."*

The context is the students ask to the teacher "LKS mis?", then the teacher answers "yes, LKS". That utterance shows how the teacher uses seek agreement strategy by repeating part of what the student said. It also applies in data 82, 95, 97, and 102.

(2) Assert S's knowledge of H's wants and willingness to fit one's own wants in with them

DATUM89/CD4/PP/ASCG

*"T : your time this camp has been very comfortable. Your bed is very comfortable. There is a swimming pool. First of all, if the name of the camp is really in the field. Well, they've been feeling so sore"*

In this context, the teacher uses assert common ground strategy. This where, the speaker speaks as if the hearer were the speaker, or the hearer's knowledge were equal to the speaker's knowledge. The utterance above shows that the teacher and students knowledge about scout were equal.<sup>1</sup>

c) Off-record strategy

(1) Give hints DATUM120/CD4/OR/GVHN

---

<sup>1</sup> Brown, Penelope and Stephen Levinson. 1987. Politeness: Some Universals In Language Usage, Studies in Interactional Sociolinguistics. Cambridge University Press. Page.189

*“Ssssttt...”*

In this strategy, the teacher is inviting the students to find the implied meaning of the hints. The teacher is stating indirectly that the students should be quite. It also applies in data 126.

(2) Give association clues DATUM94/CD4/OR/GVCL

*“Ok, number one!!”*

The utterance above belongs to give association clues. It shows that the teacher conveys a command to the students to read the question number one. This strategy also applies in data 113, 114, and 115.

(3) Presuppose DATUM109/CD4/PP/ASCG

*“that here just heard”*

In this utterance above, the teacher use point of view operation of positive politeness strategy. Especially, the teacher use place switches strategy.

(4) Use rhetorical questions

DATUM100/CD4/OR/URTQ

*“why is it so hot today”*

In this context, the students know that the meaning of that question is command. Actually, they know that it is hot. The teacher gives command by using question without hopes to get an answer from the students. The purpose of that utterance is the teacher wants to disguise the meaning, it is asking and commanding. Actually, the teacher’s purpose is wants the students to turn on the fan.

3) Closing activity There is an utterance found.

DATUM127/CD4/PP/FRWL

*“see you”*

The utterance above belongs to bald on record strategy. The teacher uttered farewell directly in the closing activity.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.4 The frequency of the use of politeness strategy by teacher**

Context	Kinds of Politeness Strategy		Data Number	Frequency
OPENING	Bald On	Welcoming	75	1
	Record			
		Offers	79	1
Core	Bald On	Maximum Efficiency	81, 85, 87, 90, 91, 92, 93,	24
	Record		98, 99, 101, 103, 105, 107, 108, 110, 111, 112, 116, 117, 118, 119, 121, 123, 125	
		Sympathetic	88	1

		advice or warnings		
		Offers	122	1
	Positive Politeness	Seek Agreement	82, 95, 97, 102	4
		Assert common Ground	89, 109	2
	Negative Politeness	Question, hedge	106	1
	Off record Strategy	Give hints	120, 126	2
		Give association Clues	94, 113, 114, 115	4
		Use rhetorical Questions	100	1
Closing	Bald On Record	Farewells	127	1
				43

**Table 4.5 The frequency of the use of politeness strategy by teacher in uttering politeness strategy during teaching process was ongoing.**

Kind of Politeness Strategy	Meeting				Frequency	TOTAL
	1	2	3	4		



Bald On Record	Maximum Efficiency	1	1	3	24	29	64
	power different between S and H		1			1	
	Sympathetic advice or warnings		2	1	1	4	
	Welcoming				1	1	
	Farewells				1	1	
	Offers	6	13	7	2	28	
Politeness Strategy	Notice, attend to Hearer	1				1	15
	Use in-group identity markers		1			1	
	Seek Agreement	1	3		4	8	
	Avoid Disagreement		1			1	
	Assert common Ground				2	2	
	Offer, promise	1				1	
	Give or Ask or Reason		1			1	
Negative	Be conventionally Indirect		1			1	4

Politeness	Question, hedge			1	1	2	
	Impersonalize S and H		1			1	
Off record Strategy	Give hints		1	6	2	9	21
	Give association	1	1		4	6	
	Clues						
	Overstate			1		1	
	Use rhetorical Questions		1		1	2	
	Be ambiguous			2		2	
	Be vague			1		1	
Total							104

As it is drawn in Table 4.5. , there are 104 utterances of politeness strategies used by the teacher during teaching process in English class. The finding clearly show that the teacher apply most of bald on record strategy in teaching process.

In the highest rank, there are some types of politeness strategy that appears more than others. There is the strategy of “maximum efficiency” strategy, part of bald on record. It is followed by Offers strategy. In the third rank, there is a strategy of „give hints”. Meanwhile, the last rank is covered by the strategies which have the occurrence once times. Those are the strategies of Power different between S and H, Welcoming, Farewells, Notice, attend to hearer, Use in-group identity markers, Avoid Disagreement, Offer/ promise, Give or Ask or reason, Be conventionally

indirect, Impersonalize S and H, Overstate, Be vague.

**2. The explanation of politeness strategies used by students during learning process in English class.**

**a. First observation**



The researcher found 7 utterances of politeness strategies used by students in the first observation. The detail as below:

#### Description of context

Day, Date: Monday , 03<sup>th</sup> February 2020

Time: 10.10- 11.30 WIB

Classroom activity	UTTERANCES	
OPENING	T	Assalamualaikum wr. Wb
	S	Wa'alaikumsalam warrahmatullahi wabarokatuh
	T	Good morning students?
	S	Good morning, Miss.
	T	How are you today?
	S	I'm fine, and you?
	T	I'm fine too. Thank you.
	S	Thank you too..
	T	You're welcome bukan thank you too
	S	I miss you (laugh)
	T	Stttt.. introduce first. the one behind it is my friend from UIN RIL
		They want to research here on 11th grade English lessons.
		Ok.. you want to introduce first?
	S	yes mis, come forward !!
	R	Hallo everybody, my name is Leni Ristiani. I'm from UIN RIL
	S	Where do you come from?
	R	Negara Harja
	T	Is it enough? For the introduction?
	S	Status? educational background?
	R	Educational history,SD in Negara Harja, Smp in Negara harja

CORE		SMA in Beringin Ratu Serupa Indah, and kuliah in UIN RIL.
	T	So my friend and I asked to participate.
	T	<b>Okay ... according to your wishes. We will study in the multimedia room. But I need an LCD. Where's the minjem, huh?</b>
	S	(all is laughing)
	T	Who are you usually with at TU?
	S	Pak sigit .. Pak Anang.. Pak Sa'id.. Pak Kamal
		<b>I lent it mis..</b>
	T	<b>Okay, please lend it. I'll wait in the multimedia room.</b>
	S	Ok mis.
		Mis, bring books??
	T	Yes, the book and the worksheets were brought.
	S	Okay ..
	T	Just in pairs, okay?
		In pairs of duties. Later notice this text. On take dictionary or not?
	S	No ...
	S	Already smart mis..
	S	Don't take it mis.
	2	
	S	Earlier you said you just brought the book with the
	3	LKS, ma'am?
	T	<b>Is there in class or not?</b>
	S	Any..
	T	<b>Please representative of one of them take all the dictionaries in the class .. One or two people.</b>
	S	<b>Come on..</b>
	S	<b>in the drawer ...</b>
	S	Quack.. Quack..quack...
	2	
	T	<b>Later you write down, group assignments, write on paper and continue to be identified. Which is the generic structure. There are two, identification and general classification.</b> (while writing in the blackboard)
	S	Report (pronounce: repɔ:t)
	T	Report (pronounce: rɪ'pɔ:t, the teacher's justified)
		You will write later..
	S	Mis...mis.. ( a student is interrupt)
	T	.. which general classification and description of the text.



	As an example .. in this text. I'll just get the book, how many groups is this? 2, 3 (counting). Come with me!! (while pointing a student.
	THEY CAME OUT
S	(she moves close to the S without say anything)
	THE TEACHER CAME IN
T	I will lend this later, one group one. So, one group of two people. There is an example report text and an example of how to distinguish
	General classification and description. Still not enough? Less one
S	Ready mis
T	Turn to page 35. See an example!
	Ok, have you got everything? On page 35 there is an example report text about rock music. There is a general classification and description.
	Nha .. The task later, you guys write the text. There you guys will be like this (writing). Where is the general classification, where is the description.
	Then, after that you will give the reason why this is general classification, why is this called description.
	I gave the understanding yesterday. The description contains this..this .. This..if the identification is on record.
T	It's on that note, right? Suppose that general classification contains this.
	For example, if in heart (missing), the main part is geeral classification. Because it still describes the continent in general.
	But for the second part, the second part of the paragraph, it already explains the types of continents, then the part, keep what's in it.
	Then the next one is a more in-depth explanation than the first paragraph, that is the description paragraph. that description is a longer explanation than the geneal classification.
	Suppose you want to make the text 'Paint'. The general classification means,...
S	My cat?
T	The cat is a mammal, that's the general classification.
	Then, for the description it is usually about various kinds of cats, and their habitat, then the habit goes in the description.
	From an in-depth description of the cat is in the description. if the general classification is only an explanation

	just in general terms.
	Do you understand the task?
S	Already ma'am, God willing.
T	It's easier. Usually if the descriptive is the first paragraph. Like yesterday's procedure, it's clear what the goals are, where are the materials.
	The first paragraph the goal, then the material, the third paragraph the steps. So that's already in order, you know.
	What is the first paragraph, what the second to the last paragraph is.
	There were three procedures yesterday. There are only two of them, general classification and description. Just share it according to you which general classification
	Where are the general parts, there are examples too. I understand?
S	Mom, on what paper is in the book?
T	On paper only. there is a source (open laptop)
	The text in front of it is the whole text. So you stay determine which classification is generic and which description.
S	Copied first, ma'am? Then the answer is written?
T	Okay
	Polar bear do you know what that means?
S	Beruang kutub.
T	Yes, there is an explanation.
S	Mom, is this all written?
T	Yes, that's the text. The text is written on paper, then we identify which general classification is which description.
	The students are doing the task from the teacher
S	Mom, interpreted?
T	No, don't you understand it?
	I told you to bring a dictionary, if you find a word and want to know its meaning, you can open a dictionary.
	Don't forget to give the reason, for example the first paragraph is mentioned general classification. Why?
S	General cause..
T	Yes, can. Or for example the second, the cat has fur thick one.
T	Dita didn't come in?
S	Sick leave.
T	I wasn't absent just now..

	ABSEN
	RAIN IS COMING
S	<b>Mis, clothes line..</b>
T	Ya..
	<b>CONTINUE ABSENT</b>
S	Mis , what it an?
T	An can be a, a person, a person depending on the context. If animal means se?
S	Seekor.
T	Yes, one. How much less a person..
S	althouht mis?
T	Although
S	Arround?
T	Around
S	Give me the reason, ma'am?
T	Yes
S	<b>Like that mis?</b>
T	Yes
T	I'll remind you, it's already 9:20. the important thing is written first the text. Later it can be continued after resting.
S	Mom, what is it related?
T	Related is related to.
S	What's special, Mom?
T	like specific
S	Ma'am, what is the specific writing?
T	<b>S P E C I F I C</b>
S	mis?
T	yes?
S	Behavior is the nature of ?
T	Behavior is behavior, if it's a characteristic. Be
S	So how do you write it later? The characteristic ... ??
T	Just use Indonesian it's okay.
S	What Brown bear?
T	Sun bear or brown bear
S	Mis, open water is open water?
T	Open water is open water
S	Hunting?
T	Hunting is hunting.
T	<b>It's about to finish you know the time</b>
S	<b>Mom, watch a movie?</b>

		!mis, mermaid in love .
		Mom, gift of love.
		Mom, collected?
	T	<b>Yes, that has been completed</b>
	S	Not yet mis.
		Bu, Lenka- the show,
		Bu, titanium
		What the meaning quality?
	T	Quality
CLOSING		<b>Those who have finished, can return to class.</b>

### 1) Opening activity

#### a) Positive politeness strategy

(1) Offer, promise DATUM2/CD1/PP/OFPR

*"I lent it mis .."*

The context is the teacher wants to borrow an LCD. Then one of the students offers to borrow it for the teacher. He really wants to help the teacher to show his solidarity.

### 2) Core activity

#### a) Off record strategy

(1) Give association clues DATUM6/CD1/OR/GVCL

*"In the drawer"*

The utterance above belongs to give association clues. It shows that the student conveys a command to his friend to take his dictionary in the drawer. It also applies in data 11.

### 3) Closing activity

There is no utterance used politeness strategy found in closing activity.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.6 The frequency of the use of politeness strategy by students**

Context	Kinds of Politeness Strategy		Data Number	Frequency
Opening	-	-		
Core	Positive Politeness	Offer, promise	2	1
	Off record Strategy	Give Association clues	6, 11	2
Closing	-	-		
Total				3

**b. Second observation**

The researcher found 6 utterances of politeness strategies used by students in the second observation. The detail as below:

Day, Date: wednesday, 12th february 2020

Time: 12.00- 13.20 WIB

Classroom activity	UTTERANCES	
	T	Assalamualaikum
	S	Wa'alaikumsalam
	T	<b>Lets go..!!</b>
		Are you all in?
	S	Ready
	T	Oh ya, Hi, who's presentation first?
	S	I don't know, mom.

OPENING	S	Forward..forward ..
	S	don't dare to go forward .. don't dare to go forward ..
	S2	<b>how dare you bite ..</b>
	S	(laugh)
		Are you a pig?
	T	Come on whose group?
		Before we start lessons, they are my friends.
	S	Move forward, miss ... Beautiful ...
	R	Hello everybody, my name is Kurnia. I'm from UIN RIL. You know?
	S	No ... (laugh)
		Tell me the way..
	R	And she is my friend. Her name is Fatma
	S	Yeyy...
	S	Hallo mbak Fatma??
	S	Huu
	T	(pointed a girl) why are you picking in the corner? You can do that (front desk)
	S	Don't want to hang around Fuad, mis!!
CORE	T	<b>Come on, please don't ...</b>
	S	don't dare to go forward .. don't dare to go forward ..



	don't dare to go forward .. don't dare to go forward ..
	embarrassed..
	Cie.. So sweet. (when the teacher gives them a book)
T	<b>Please come forward, !!</b>
	<b>Come farward!!</b>
S	Wuiihh (while give applause to the group)
	THE GROUP IS READING THEIR PRESENTATION
	ENGLISH TEKS
G	Do you have a problem with your hair?
S	No .....
G	Do you have any question?
S	<b>Can you repeat that?!</b>
	Meaning ...
G	.....
G	Any question?
S	Question and answer session. I want to ask..
G	Okay .. Three questioners
S	Don't be limited
S	I want to ask, what are the ingredients and how to make them?
G	Sorry, please in English
S	(laugh)
G	Answer the question in Indonesia
T	In english..
S	How to make it, the process?
G	We only promote, sis, not make them
T	<b>Be quiet. Ask one by one ..</b>
S	What are the advantages of this shampoo?
S2	Reduces vaginal discharge..
S3	Can drinking?
G	Can protect your hair from damage caused by rays sun.
S	Isn't that right? (laugh)
T	<b>Come on, who wants to ask.</b>
S	What percentage of dandruff will disappear after using the shampoo?
G	Depends on usage.
S	How many times?
G	How many times did you shower?
S	Twice.
G	Alright
S	This means that if you use it every day, dandruff will decrease,

	How long will it last
G	Who else?
S	This has not been answered. How long?
T	How? Already?
S	Not yet mis
S	Where is the shampoo-making process?
S2	PT .....
S	Then what is the name of the PT?
G	Oo.. PT ? PT
S2	How long has it been established?
S	Where is the place?
G	Jakarta
S	Any taste?
G	Melon...
S2	How long has the PT been established?
G	Since I wasn't born.
S2	What year?
S3	Who is the founder?
T	<b>Hallo.. Ssttt</b>
S3	what are the ingredients?
	(noisy)
T	Hallooo...
S	Haii...
T	One more questioner. Please, moderators choose one!
G	Anes
T	who?
G	Anes.
T	<b>Come on anes, please!!</b>
S	Is it guaranteed for all skins?
G	Based on experience...
A	Fais.... (they ask fais to answer aness' question
T	<b>Come on, Fais answered Anes's question!</b>
S	Cieeee....
S	This is my answer..
S	<b>The answer is full of love</b> (laugh)
S	Ciee...
T	<b>The others are quiet huh..</b>
S	<b>Mis .. Shorten your time, miss..</b>
T	<b>Time is running</b>

S	Is it guaranteed for all skins?
T	Is it guaranteed for all skins?
S	Mas fais ... answer kae you know mas
S	Based on research
S	Cieeee...
T	Hey, the others can't be like that ...
S	According to research, it all depends on your skin type. Fits or not.
S	Oo.. like that...
G	Ok it's enough. Wasalamualaikum, wr. Wb
	(Applause)
S	Mom, I'm small. invisible, mom.
S	here move to the next
S	I'm honest mom.
S	Green beans?
S	Mom, watch mermaid in love
S	Mom, really invisible.
T	Okay, Report text. Open the LKS or open the package book .. Page 33
	Report teks is a teks which present information as ....
	If the package book is on page 44
	So report text is text that presents something as it is..
	The text of the report is the result of observations of analysis funds that are systematic.
	This means that this text explains something based on research or observation.
S	Rich in news?
T	Yes, can. But this is in writing.
	Social function, to report something just the way it is.
	The subject include natural things, environment, social matters, or human matters.
	The purpose of this text is to convey something as it is.
	The object can be a natural phenomenon, environment, social problem or humanitarian problem.
	Usually in the report the text describes natural phenomena such as, tsunami.
S	Flood?
T	Floods can also.
S	Landslide?
T	Landslide. What landslides in english?
S	.....?
T	Land?

S	<b>Lenser</b>
T	Landslide
S	landslide.
T	Or it could be related to the environment, for example about forests. It goes into the text report.
S	Trash?
T	<b>Yes, trash.</b> The trash can still enter into humanitarian problems or social problem.
	Garbage accumulation, for example.
	Understand ?
S	Not yet
T	Not yet?
	<b>Yes, now it is asked which ones do not understand</b>
S	What is <b>systematic</b> , mom?
T	Systematic, which is planned, systemic you know.
	So, if research is from the beginning you have to observe it first, there is research first, second, and conclusion.
	It can be said to be systematic, regular or systematic.
	And usually the report text is in accordance with the facts. In accordance with what is.
	Suppose you want to research about floods. Where is the flood, continues how many victims, how high, what are the effects of the damage?
	As a matter of fact, that includes report text.
	Generic structure. There are two generic structures. General classification is the same description.
	Stating classification of general aspect of thing, animal, etc which will be discussion in general.
	For example, from animal at public place or public places that are described in general.
	So, in general classification there is still an explanation / writing which is still general in nature and not specific.
	Then the second, description. That description describes what will be described in the general classification.
	But in more detail. More details can be found in the parts, quality, habits, behavior or behavior.
	This is for example in animals. If the place is usually located. For example, Simpang 7 Square.
	It means that at the top, Simpang 7 Square is in Kudus. That
	paagraf first, means entering general classification.
	Continue to describe in detail, you can add the history, the founder, who inaugurated who.
	It can enter into the description. So there is a more explanation

	more depth than the section on gene classification.
	Animal, for example, want to explain about Cats. How's the beginning?
S	Tiny, cute ...
T	If it's cute, it will be included in ...
S	Circus
T	Entry in the description. Because it includes Qualities. Or it could be parts.
	Initially we could say 'Cats are meat-eating animals.
S	Meat?
T	Mouse ? Fish? Well, just like that.
S	Ma'am, what is the difference between report text and descriptive text?
T	The report text is more general in nature. The descriptive text is special.
	Suppose they both want to explain about cats. For report text describes the cat as a whole
	So cats globally.
	If it's descriptive, the cat is specific, for example my cat. That's it specific mine.
	Example song, animal. Suppose the herbivorous animals are the goats. What are herbivores included?
S	Report text.
T	why?
S	Because it is still general.
T	Yes, right. But when you enter the goat, it is already descriptive.
	Do you understand the difference between descriptive and report?
S	I did.
T	Its language features or linguistic characteristics are almost the same as descriptive.
	Using the simple present. If you don't believe it, look at the examples in the book.
	Everything uses the simple present.
	The second uses the verbs have and has, which means to have.
	Suppose a goat has hair like this, smells like this.
	Finally, use action verbs. Using a verb that does profession.
	Any question after all.?
S	(silent)
T	<b>If there isn't, please open the package book. There are many examples of report text.</b>

	S	Have it for what ma'am.
	T	For I, they, you, we.use have..





	S	For the plural?
	T	Yes
	S	Mom, he said for the plural. But I use have?
	T	<b>Yes, but if I use it have. There isn't, right?</b>
		She, he, I used it.
		There are several examples of report text. Now you are in groups, in pairs.
		<b>Look for an example report text here, after that it's classified.</b>
		It only differentiates general classification and description.
	S	What page?
	T	<b>can, search!!</b>
		<b>Here are 4 examples of report text. Please choose one.</b>
		Then you identify which paragraphs are included in the general classification, which are the descriptions.
		<b>Please write it down on paper and collect it later!</b>
	S	Where are you?
	T	Report text in chapter 2
	S	Written ma'am? Collected?
	T	Yes, continue to be collected.
		<b>But this can't be right. The problem is there is already a statement. Besides that.</b>
	S	Oke.
	S	Ma'am, just these three. The one there is no partner.
	T	No. This is both. You yourself.
	S	Mom this is book?
	T	<b>Just on paper. The problem is that the previous class was also on paper.</b>
	S	Come here last ma'am?
	T	Yes
	S	Ma'am each group one or two?
	T	each group one. The group is two people.
	S	Oke.
	T	<b>You will collect it here, ok?</b>
	S	okay.
	T	While I was absent..
		<b>Can you help me?</b>
	S	(immediately stood up and cleared the LCD without asking what)
	T	Who doesn't enter today?
	S	Hamzah
CLOSING	T	<b>Please those that have been completed are collected. Then go back to class.</b>
		I'll close it first?

	Ok that's all for today. Thank you for your attention.
	Wassalamualaikum, wr.wb

### 1) Opening activity

There is no utterance used politeness strategy found in opening activity.

### 2) Core activity

#### a) Bald on record strategy

##### (1) Sympathetic advice or warnings

DATUM28/CD2/BOR/MNTH

*"Okay we shorten the time"*

The student used bald on record strategy by giving a warning or advice to his friend. In this context, the student conveys a command to his friend to shorten his request soon because the time will end. The use of maximum efficiency is necessary because it is urgent.

#### b) Positive politeness strategy

(1) Joke DATUM33/CD2/PP/JOKE *"Lenser"*

The example above shows that student employs a joke. When the teacher asked about what is "tanah longsor" in English, the student just responses by joking, "lenser". Lenser is Javanese language term which have meaning a landslide or it is usually called longsor.

#### (2) Presuppose/ Assert common ground

DATUM30/CD2/PP/ASCG

*"S : , mis, I'm small. not visible, mis ."*

The students use point of view operation of positive politeness strategy.

Especially, the student uses personal center switch where the teacher's knowledge were equal to the student's knowledge.

c) Off record strategy.

There is an utterance found: DATUM20/CD2/OR/URTQ

*"Can you repeat that?!"*



In this context, the students know that the meaning of that question is command. The student gives command by using question without hopes to get an answer from the students. The purpose of that utterance is the student wants the group who presents her assignment can repeat the answer from his question.

### 3) Closing activity

There is no politeness strategies utterance used by students found during closing activity.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.7 The frequency of the use of politeness strategy by students**

Context	Kinds of Politeness Strategy		Data	Frequency
			Number	
Opening	-	-		
Core	Bald On	Sympathetic advice or	28	1
	Record	warnings		
	Positive	Assert common	30	1
	Politeness	ground		
		Joke	33	1
	Off record	Use rhetorical	20	1
	Strategy	questions		
Closing	-			
Total				4

### c. Third observation

The researcher found 6 utterances of politeness strategies used by the students in the third observation. The detail as below:

Day, Date: monday, 17th february 2020

Time: 10.10- 11.30 WIB

ACTIVITY	UTTERANCES	
OPENING	T	Assalamualaikum wr. Wb.
	S	Wa'alaikumsalam, wr. Wb
	T	I was absent first, right?
		Who is absent today?
		Ahmad faisal? Ali mansyur?
	T	Fina is sick?
	T	What's he really sick?
	S	Osteoporosis
		Sipilis
	T	You can't talk like that. It can be true later. Every word is prayer
	S	Why am I mom ?!
	T	You said earlier
	S	What did you say mom?
	T	Said a strange disease
	S	Why, I'm talking syphilis .. Hahaha
CORE	T	Please open the LKS page 34 !!
		Where is your worksheet?
		Why is it?
	S	It's okay mom.
	T	Page 34! Activity 6
	S	Sex.. Activity sex
	T	Six !!
	S	Heh, astaghfirullahaladzim..
		The cameraman just smiled.

T	Sttt...
	(the teacher writes some vocabs in the white board and the students are noisy)
T	Shhh ... can you stop it, bro ?!
S	Yes..
T	This is the ramen man .. Oh my God
S	Written ma'am?
	(the teacher just silent)
S	Do you memorize it, Mom?
	(the teacher just silent)
	A boy is coming, without permission)
S	Where did he get? (ask someone to the boy)
	(the boy say nothing then sit on his chair)
S	Permission ma'am ... (came out)
	(the teacher bother it)
	(the students write the vocabularies)t\
T	Done writing it?
S	Not yet
T	When it's finished, please text this ... Do you bring a dictionary? In translate to Indonesian
	Because I told you the vocabulary, it was only a little single left.
	Please interpret. This is done later after the break, after breaks are collected.
	if not done, it must be memorized.
S	Do you translate everything, ma'am?
T	All. Those who do not work will be punished later.
S	Which part?
T	Activity 6
S	Oohh...
	When, mom?
T	Now!!
S	E eh?
T	Yes, there is still one lesson hour.
S	Pray first, ma'am?
T	Yes, that means today.
S	Okay
T	Anyway, later at the end of the lesson if nothing happens collect, next week I have to memorize all of these.
S	ouch ma'am
T	I have given the vocabulary here. So you just have to search



	which hasn't been.
S	Now, Mom?
T	Yes.
S	Along what mom?
T	Along it all along. Already, easy right? Look at it like this can..
S	Can be careless
T	So, you can do that, right?
S	Important what mom?
S	Carbon dioxide what mom?
T	Carbon dioxide
S	Mom, important what ma'am? Asked earlier.
	(the teacher writes in whiteboard)
S	Oo, important
S	Dioxide what mom?
T	Dioxide
S	Kind what mom?
T	That's kind
S	Mom, what tres?
T	Tres?
S	Yes
T	Oo .. that's from the word Tree, tree. If there is an S it means plural.
S	Which what mom?
T	Which it which on
S	Export?
T	Ekspor yes Ekspor
S	Kind what mom?
T	Was that Jamal, kind?
S	Earlier .. what did I forget ma'am
T	Kind
S	Sort of, I forgot because I was old
S	True what mom?
T	True is true
S	Use ?
T	Usefull?
S	Using only
S	Mom mom mom..
	(laugh)
T	whats?(smile)
S	This is what mam?

T	As. Such as is like.
S	Mom what is this?
T	That is it.. (point the whiteboard)
S	As well what mom?
T	As well as it/s as good.
	After the break, do it. After it was collected.
	Please rest first!
S	Ensure what mom?
T	That is(points he whiteboard)
S	Irrigation what mom?
T	Irrigation
	Please do this later. I'll wait at the end of the lesson. Let's take a break.
	Wassalamualaikum, wr. Wb
S	Wa'alaikumsalm, wr. Wb
	(after break time)
S	An what mom?
T	An.. it means a
S	Such what mom?
T	Where? What paragraph?
S	This
T	Such as its like.
	Where is this guy?
S	Here mom .. (a boy is sleeping)
S	Find what mom?
T	Find.
T	Let's get up done.
S	What page ma'am?
T	Page 34
T	What are you doing?
S	Javanese language.
T	Javanese language? Do you teach Javanese? Enter first bro !!
S	(just silent)
S	Onther what mo?
T	Other
S	Protect mom?
T	Protect
S	Meted what mom?
T	What is it, I don't know.

S	You said the English, ma'am?
T	I am Javanese
S	Also mom?
T	What paragraph?
S	the very bottom itself
T	Also.
S	Mom, what roots?
T	Root
S	mom, in dry machine
T	Dry , machine . so?
S	Machine dry
S	Came out what mom?
T	Came out, is exit
S	Usefull what mom?
T	Usefull
S	Mom two people so one may not?
T	Alright
S	you know, all of you just gather one, ma'am?
T	not. make say two people into one
S	How is it
S	Mom , will come..
T	Willcome
S	mom, will find?
T	Will find
S	There are what mom?
T	If, there are, no, forest
S	There is?
T	Yes
S	Cannot?
T	Can what?
S	Could
T	Not?
S	Not. Can not
T	(nod)
S	mom, usfol?
T	Usefull?
S	Yes
T	There it is. (point the whiteboard)
S	For?
T	For

S	There will mom?
T	There will be
S	On paper, ma'am?
T	Want to book, on paper, please !!
S	Mom, terrible what?
T	Terrible?
S	What terrible?
T	Open the dictionary !! What terrible
	Terrible
S	Us what mom?
T	Us?
S	Yes
T	What paragraph?
S	Last
T	Us is us, a lot is a lot
S	one table, one book, right?
T	Yes
S	We will what mom?
T	We what?
S	We
T	We?
S	We
T	Yes. Will?
S	Will
T	Coming came out.
S	What, terrible flood?
T	Flood, terrible, this means?
S	Floods are terrible.
T	It is said to be appropriate.
S	Important what mom?
T	important!!
S	The meaning is important
S	Be what mom?
T	Be? There will be.
S	Made what mom?
T	Made is make
S	Very what mom?
T	Very is very
S	The trees of the forest
T	where are you

S	Paragraf 3
T	Trees in the forest
S	Which?
T	Which is which
S	The one for water
T	Uh, what is water?
S	Water
T	Water is water, if air?
S	Air or wind
T	Ouh
S	What rain?
T	Rain
T	Which one?
S	Its
T	Adjusted to the context of the sentence, look for words that are appropriate not out of the ordinary
	Are you done?
S	Yes I done
S	Pure what mom?
T	<b>(points the whiteboard)</b>
S	Pure or original
S	Needed what mom?
T	Derived from the word need. What was the need?
S	Send what mom?
T	Send
S	Rain water.
T	Rain water
S	Needed what mom?
T	Needed what earlier?
S	Need
S	Gren what mom?
T	Ground.. what underground?underground.
S	Hear?
T	where? Oh heard?
S	Water will come out?
T	What water?
S	Water is water
T	Will is will, come out is exit.
S	Us for what mom?
T	For us is for us.

	S	Mom, it's invisible
		Bu, lairan bu!
		Bu, for us itu apa bu?
	T	For us is for us
	S	Ma'am left or what?
	T	Lives?
	S	Yes
	T	Life
	S	Mom, but on live television it means straight away, mom! Hahah
		Mom what ensure ?
		Us lot what mom
	T	Us is we, a lot is lots
	S	What is live mom?
	T	<b>(just points the word lives in the whiteboard)</b>
	S	Astaghfirullah
		If there are no forest?
	T	If is if, there are is there is, no is not, forest is forest
	S	What is thing mom?
	T	Thing is something.
	S	Sold?
	T	Shoud! Should is almost the same as have to means you must.
	S	Canot?
	T	Can't is canot.
	S	What is ensiur mom?
	T	<b>(point the word 'ensure' in the whiteboard)</b>
	S	Mom send?"
	T	Send
	S	Which?
	T	Which is which one.
	S	There
	T	There is. There will be.
	S	Make?
	T	Make is made
	S	Thing ?
	T	Thing is something.
		(some one try to enter the class)
	T	Hee, don't be like that, bro!
CLOSIN G	T	Come on, collect it! Pray first.
		Come on, pray
		(they are praying together)



	T	Assalamualaikum, wr. Wb
	S	Mom, shake hands Mom.

1) Opening activity

a) Positive politeness strategy

(1) Avoid disagreement DATUM46/CD3/PP/AVDG

*“S : why my, mis?!”*

Actually the student said that his friend have a serious illness, osteoporosis. However, he lies when he answers the teacher question. He said that he does not say like that.

2) Core activity

a) Positive politeness strategy

(1) Seek agreement DATUM58/CD3/PP/SAGR

*“I forgot, because I was old”*

Seek agreement may be stressed by repeating a part or what the entire preceding the speaker has said in a conversation. It is not only used to demonstrate that one has correctly what was said but also used to stressed emotional agreement with the utterance.

(2) Avoid disagreement DATUM52/CD3/PP/AVDG

*“Oohh...when, m i s ?”*

The context is the teacher asks to the student to do the assignment that day. The utterance above shows that actually the students want to say “No”. In order to safe teacher’s positive face, the student responses by saying “Oh.. when mis?” so that it is not seen that he disagrees with the teacher. It also applies in data 57.

b) Negative politeness strategy

(1) Be pessimistic DATUM55/CD3/NP/BPES

*"Can you be inconsequential ..?"*

This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions.

c) Off record strategy

There is an utterance used Give association clues, the detail is below:

DATUM80/CD3/OR/GVHN

*"mis, get in the way!"*

The utterance above belongs to give hint. It shows that the student conveys a command to the teacher to moves.

3) Closing activity

There is no utterance used politeness strategies found in closing activity.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.8 The frequency of the use of politeness strategy by students**

Context	Kinds of Politeness Strategy	Data Number	Frequency

Opening	Positive Politeness Strategy	Avoid Disagreement	46	1
Core	Positive Politeness	Seek Agreement	58	1
		Avoid Disagreement	52, 57	2
		Be pessimistic	55	1
	Negative Politeness	Give hints	70	1
Closing	-			-
Total				6

#### d. Fourth observation

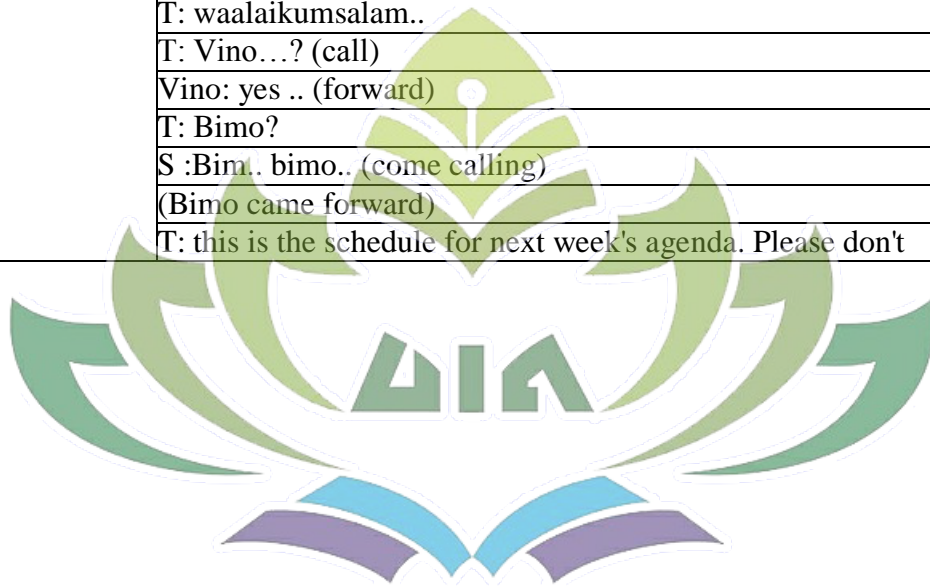
There are 11 politeness strategies utterance found during teaching process in the fourth observation. The detail is below:

Day, Date: wednesday, 26<sup>th</sup> february 2020

Time: 12.00- 13.20 WIB

Classroom activity	UTTERANCES
	T : Good Morning students?
	S : Good morning, Miss.
	T : How are you today?
	S: I'm fine, thank you. And you?
	T : very well, thank you. Who is absent today?
	S : <b>no 18 bu.</b>
	S: Hana entered mom.
	S :Abi,
	T :Abi.

OPENING	S: Sarah
	T: Sarah
	S: fatkhur
	T: fatkhur
	S: Ibnu.
	T: Ibnu
	T : Abi, Sarah, Fatkhur, Ibnu.. then
	S: febr...
	S: mom wisnu mom
	T: how many of you?
	S: 36
	T: 1, 2.... (calculate)
	(another teacher entered)
	T : Assalamualaikum...
	T: waalaikumsalam..
	T: Vino...? (call)
	Vino: yes .. (forward)
	T: Bimo?
	S :Bim.. bimo.. (come calling)
	(Bimo came forward)
	T: this is the schedule for next week's agenda. Please don't



CORE	Lost huh?
	S: oke.
	S: juli?
	T: and no more text messages, huh ?! Usually you ask, ma'am when, this when, look at this huh?
	S: yes.
	S : Mom, how come I haven't got it?
	T : Sssh .. continue later yes that. Now put in the bag. The point is we enter the new teaching in July. let's just follow this.
	S: I haven't got you.
	T: that's the one in the back, please go forward
	S: do not want.
	T: why you do not want?
	S: hunt there. There is an opportunity to approach siti
	S: wow what nonsense
	T: yes, let's go ahead, fill in the front first. I'll be told to go forward alone, I'll find a partner.
	S: yes, have gone ahead rather than punished (they advanced)
	T: photocopy paper friends whether you bring it or not?
	S: no..
	S: mom .. left home
	T: mmm ,, it's not done, left behind
	S: vino here lo (ask his friend to keep sitting at the back)
	T: bimo .. where is your book?
	T: Come on, get the lks out!
	S: ma'am, I haven't got the schedule earlier.
	S: LKS mom?
	T: yes lks
	T: still tired?
	S: still
	S: The sailor brother is cruel ma'am.
	S: But the name is also tent for sure, right? (while pointing at that student still sitting at the back in order to move to the front)
	T : if tired I am also tired friends
	S: Mom, why did you cry yesterday Mom?
	S: why are you crying gra?
	S : haha can't enjoy it huh? ha ha ha
	T: yes come on. 59! all the materials have been completed. now it's time to discuss the questions. quiet, calm, relaxed but pay attention.

Brian ?! Open the book !!
Brian : (open book..)
(two students entered the class)
T: Where are you from?
S: from dhuha prayer ma'am.
T: can you take a break earlier,
S: pray again mom
T: pray again how is this?
S: I was going to pray full ma'am.
T : yes now you read and discussed.
S: which one ma'am?
T : the LKS.
S: what number, miss?
T: (looks annoyed)
S: 59..
T: so pay attention.
S: ears that you know..
T: PAGE FIFTY NINE !! FIFTY NINE. How much is Fifty Nine?
S: 59
T: that's the back don't just talk. prey opened lksnya
T: let's start .. (ordered the front corner student to read the questions number one)
Sttt .. others pay attention!
S: question
T: what is the text about?
S: exercise.
T: if you want to be healthy.
S: if you want to be healthy.
T: well, if you want to be healthy, what should you do?
S: Sports.
T: here what options .. go to bed early at night, wake up early in the morning. Go to bed and wake up early what does it mean?
S: sleep at night and wake up in the morning ..
T: mm .. wake up early and sleep early. Ok, what else? You also have to take a bath at least twice a day. What does it mean?
S: diligently take a shower ..
T: must shower at least twice a day, then have meal regularly .. What does it mean.
S: eat, a healthy diet.
T : eat regularly. From breakfast, what breakfast?
S: breakfast
T: lunch



S: lunch
T: and dinner.
S: and dinner.
T: and if you are tired you have to take a rest What is Tired?
(no student knows, the teacher sets another example)
T: after go to tawang mangu, I feel tired.
S: tired
T: Naahhh. Do you still tired? (ask the teacher to student)
Still tired?
S: still...
S: yes, I'm still tired
T: huh ?? What are you all doing there?
S: clean clean ... tortured ma'am ... push up 5 times ma'am
T: lha why do you puh up?
S : actually yes it's okay
T: hey i let you know his name too camp You've been to camp before, haven't you
S : has never been.
T : your time this camp has been very comfortable. Your bed is very comfortable. There is a swimming pool. First of all, if the name of the camp is really in the field. Well, people like so we complain no.
<b>S : lots of ants, ma'am. Sleeping on ant bites.</b>
S : because it's sweet. Haha
T: it's okay, experience .. what experience did you get there?
S: the child was in a trance .. until crying.
T : How about your friend Fatkhur now?
S : don't know mom.
S : already healthy ma'am.
T : already brought home?
S: already mom, but still weak.
T : already visited?
S : not yet.
T : I'll visit you later! with his friends.
S: yes ma'am, come home later.
T : greetings for the fatkhur Come on! If you are tired, you should have to take a rest. If you are tired, rest. Don't force yourself to work till midnight. Don't force yourself to work late at night. You should do exercise in the morning. What exercise?
S: Sports
T : example?
S : jumping, running.

T : or doing exercise that you like more.
S : tennis, volly, badminton
T : what else?
S : Basket
T : eat a nutrition food... And keep your environment clean.
<b>Ok, number one!!</b>
S : (read the question)
T: is one not suggested.?
To eat too much. <b>Oke, next!!</b>
S : (read the question)
T: the word exercise, means..
S : thinking
T : thinking . Doing test?
S: Tri is it
T : his father is great what is his name
S :Yatno..
T : next!
T : according to the text, when we should have to take a rest?
Number four? When I feel..?
S : tired.
T : yes, when I feel tired.next!!
S : (read the question)
T : <b>haloo... haloo...</b>
S : hai..
T : OK. Mr. Basuki is a director of a publishing company in this city. This company publishes many kinds of books.. In this company, Mr. Basuki has many manager. Mr. Parker as a news manajer, Mr. Condro as a production manager, and Mrs. Paul as a personal manager. This company also... many other people.Thirteen people. How is it?
S : thirteen
T : thirteen?
S : thrtheen
T: <b>yes, thritheen</b>
S : <b>wiih .. that taught me that</b>
T : thirteen people work as a ... five people work as a author. Authoris writer. Ten people work as a setter. Six people...

S : six
T : <b>oke number five!!</b>
S : (read the question of number six and the anser is C)
T : oke C, a director. <b>Next number six!!</b>
S : (read the question)
Q: Why is it so hot, girl, is your room a fan?
S : that's it ma'am. (while pointing at the fan that turned out to be just directed at one of the students)
T : how come it's so good, where's your own LKS? don't bring it?
S : this is mom
T : <b>open !!</b>
T : what does the company...
S : C
T : ya publishing some books. <b>Next!!</b>
S : (read..)
T : Mr. Condro is?
S : Production Manager
T : <b>Production Manager. D</b>
T : try to read!!
S : <b>me mom</b>
T : you?? <b>now number 8</b>
S : (read..)
T : what is the text about?
S : C
T : about flowers. There are a lot of flowers. But, in this text I'll tell you about Rose.
What kind of the text is? Descriptive..
About exposure. Example of describing Selfi. Selfi is not always tae a picture, but she is a girl in this class. What is the narrative about? Example: cinderella, snow white. If you recount? Tells the past.
S : what is the answer ma'am?
T : Where is your worksheet? Listen, this is discussing not only knowing the answer. If you want to know the answer, I can just give you the answer, so let you know what the recommendation is?
S : telling the past.
T : example.?
S : forget
T : Procedure text?
Yesterday I made it, you know, the group you know.
S : the how is Miss.

T : yes, how to make what?
S: orange juice, fried rice, ice tea.
T : <b>ok, next!!</b>
S: (read the question..)
T : they study from 7 am until 12.45 (a quarter to one)
<b>Number twelve.</b>
S: what number ma'am?
S : twelve
S : twelve
T: just heard here
S : (read the question..)
T : ok.. how many classroom?
S : eighteen
T :. <b>Next!</b>
S : (read the question..)
T: <b>please help out loud, Bim!!</b>
S : A mis
T : A? Over you know. The over is over.
S : Seven, C
T : return home what time?
S : D miss.
T : yes, D. a quarter to one and C A quarter to twelve?
S : half 12.
Q: twelve to a quarter. If it's a quarter past nine?
S : nine more 30
T : <b>Ok next!</b>
S : (read the question..)
T :the student, Ya. <b>Number fiftheen!</b>
S : (read the question..)
T : how many classrooms are there?
S : 32
T : Ok next. <b>Seventeen!!</b>
S : (read the question..)
T : the student goes to the ... in the break time to share with their friends.
Share with friends,
S : Cafetaria.
Oke next. <b>Number seventeen!</b>
S : (read the question..)
T : identification.

paragraf.
What was the first descriptive text?
S : A
T : yes, the A. an elephant is one of .. animal. For that B recount text. Next!
S : (read the question)
S : what number?
S : 18
T : what answer?
S : C
T : <b>next..</b>
S : me..?
T : yes your people there
S : (reads the question)
T :what this is??
S : A
T : .... No, I don'tlike, like or dislike?
S : dislike.
T : Yes. What about cooking??
S : cooking is cooking.
T : <b>Next!!</b>
S : (Reads the question)
T : <b>hard !!</b>
read aloud !!
S : B
T : can you hep me, ..... Sorry, I cant,. <b>Next twenty one!!</b>
S : (reads the question)
T : <b>Ssssttt...</b>
S : C mom.
T : do you know that .. is sick? He has been in the hospital, t. For a week,. If you have time..?
S : C mom.
T: if you hear friends are sick. How about you guys?
S : I'm sorry to hear that.
T : ya, I'm sorry to hear that. <b>Ok, next!</b>
S : there are guests ma'am ...
(someone's coming)
T : Yes, please come in!!
(She want to gives an announcement)
Assalamualaikum, wr.wb

	Attention please. Tomorrow to Pinru and Wapinru, don't go home yet. Tomorrow bring sports clothes. Tomorrow the collapsed, clean it courtyard and bathroom.
	T : who is here Pinru with Wapinru?
	S : This is pinru, ma'am. (points his friend)
	T : Hallo..
	S : hai...
	<b>T : oke next. Twenty two!!</b>
	S : reads the question.
	S : reading mom?
	T: yes.. ..
	<b>S : yess. (imitate the teacher)</b>
	T : what smell is this??
	S : yes, what does it smell like?
	T : the smell of garbage from outside maybe
	S : my bee mom
	<b>T : next twenty three!!</b>
	T : Sttt....
	S : what the number
	T : you are paying attention but why don't you mean
	S : (reads the question)
	T : Who is praying at dawn?
	S : me ...
	S: lie, sin, you know
CLOSING	<b>T: yes, continue later. That 's all for today thank you for your attention. Wassalamualaikum, wr. Wb</b>
	See you

### 1) Opening activity

#### a) Positive politeness strategy

(1) Offer, promise DATUM77/CD4/PP/OFPR

“S: oke.”

The context of that utterance is the teacher told about schedule for next week. The teacher asks them to save it. The students promise to save it. Thus, the teacher’s positive face has been fulfilled because the student has appreciated her. It also applies in data 78.

#### (2) Include both S and H in the activity



DATUM80/CD4/PP/SHACT

*"Let's move forward instead of being punished (to his classmate)"*

The utterance above belongs to "Include both teacher and student in the activity. Those utterance shows that the student includes his friend in his activity. It makes the request more polite because it indicates the cooperation between both of them that the goals not only for the student but also for his friend. This context means that not only the student which is come to the front sit but also his friend.

2) Core activity

a) Positive politeness strategy

(1) Seek agreement DATUM83/CD4/PP/SAGR

*"S: still."*

In this context, the teacher ask to the students "still tired?", then the students answer "still". That utterance shows how the students use seek agreement strategy by repeating part of what the teacher said.

It also applies in data 124.

(2) Avoid disagreement DATUM86/CD4/PP/AVDG

*"S: I was going to pray earlier but it was full mis. "*

In this context, the teacher ask to the students, why he did not praying at break time?". Then, the student answer "I wanted to pray full, mis. In order to safe teacher"s positive face, the student responses teacher question by hedging his opinion.

He chooses to be vague about his own opinion so that it is not seen that he d isagree with the teacher. This strategy also applies in data 105.

## (3)Joke DATUM96/CD4/PP/JOKE

*"Wow .. who taught me earlier."*

The context is the teacher asks a question to the student, but he cannot answer. Then, his friend can answer the question correctly, he just responses by joking *Wow .. who taught me earlier."*

## (4)Offer, Promise DATUM104/CD4/NP/OFPR

*"I'll do it mis."*

The student in this strategy tries to save the hearer's negative face by saying "I'll do it mis" to offer himself. The teacher wants to read the question when the teacher ask another to read.

## b) Off record strategy

## (1) Displace HDATUM97/CD4/OR/DSPL


*"S: Mis, Agra cried why yesterday, mis?"*

The real target in this utterance is Agra. However the student chooses the teacher as the target for his FTA. It may cause that the student ashamed for asking to Agra directly. Furthermore, the students hope that Agra will see that the FTA is aimed at him.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

**Table 4.9 The Frequency of The Use of Politeness Strategy by Students**

Context	Kinds of Politeness Strategy	Data	Frequency
		Number	



Opening	Bald On Record	Welcoming	76	1
	Positive Politeness	Offer, Promise	77, 78	2
		Include both S and H in the activity	80	1
		Seek Agreement	83, 124	2
Core	Positive Politeness	Avoid Disagreement	86	1
		Joke	96	1
		Offer, promise	104	1
	Negative Politeness	Displace H	84	1
Total				10

**Table 4.10 The Frequency of The Use of Politeness Strategy by Students in Uttering Politeness Strategy during Teaching Process was Ongoing.**

Kind of Politeness Strategy		Meeting				Frequency	TOTAL
		1	2	3	4		
Bald On Record	Sympathetic advice or Warnings		1			1	2
	Welcoming				1	1	
Polit	Seek Agreement			1	2	3	

	Avoid Disagreement			3	1	4	16
	Assert common Ground		1			1	
	Joke		1		1	2	
	Offer, promise	1			3	4	
	Include both S and H				1	1	
	in the activity						
	Be pessimistic			1		1	
Negative Politeness	Give hints			1		1	4
	Give association clues	2				2	
	Use rhetorical Questions		1			1	
Off record							1
Strategy	Displace H				1	1	
Total							23

As it is drawn in Table 4.10, there are 23 utterances of politeness strategies used by the students during learning process in English class. The finding clearly showed that the students apply most of positive politeness strategy in learning process. The strategy of Avoid Disagreement and Offer/ promise is in the highest rank with 4 data out of the 23 data. In the second rank, there is a strategy of “seek agreement” which have 3 data. It is followed by two strategies which have 2 data. Those are strategy of joke and give association clues.

In the last rank, is covered by the strategies which have the occurrence once time. Those are the strategies of Sympathetic advice or warnings, welcoming, assert common ground, include both S and H in the activity, be pessimistic, give hints, use rhetorical questions, and displace H.

## **B. Discussion**

This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problem statements proposed in this study. The aims of this study are to know what types of politeness strategies used by Teacher and what types of politeness strategies used by students in English class.

The researcher used Brown and Levinson theory to describe the type of teacher and students politeness strategies in English class. From the research finding above, the researcher found several types of politeness strategies used by teacher and students in English class. The data finding was discussed by using politeness strategies theory by Brown and Levinson. The detail is as below:

### **1. Types of politeness strategies used by teacher**

From the total number of 104 utterances, the researcher found 64 were used bald on record strategy, 15 used positive politeness strategy, 4 used negative politeness strategy, and 21 used Off-record strategy. The use of politeness strategy was dominated by bald-on record strategy.

Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer. The use of bald on record strategy was reflected when the teacher uttered

command to the students. By using this strategy, the addressee possible to easy catch the speaker mean, so misunderstanding can be avoided So, the teacher often used this strategy to do her instruction.<sup>2</sup>

## **2. Types of politeness strategies used by students**

There are 23 utterances found that used by students during four meetings. From the total number, 2 utterances used bald on record strategy, 16 used positive politeness strategy, 4 utterances used negative politeness strategy, and an utterance used off record strategy. The use of politeness strategy was dominated by positive politeness strategy. The speaker uses positive politeness strategies because he can satisfy hearer's positive face, to some respect.<sup>3</sup>

It is reflected when the student giving a respect to the teacher even though they did some jokes. From doing this strategy, the students can minimize the face threatening acts by assuring the teacher that she considers them to be of a same kind; she likes them and wants their wants. For example, in data number 59 "Ooh, kapan bu?" in this context the teacher asked the students to do the assignment and they should compiled it soon, at that time. Actually they knew what the teacher means, but the still asked when they should do it. They wanted the teacher knew that they did not do it now, but tomorrow or the other times. Besides that the students can emphasize friendly context by doing some jokes.

---

<sup>2</sup> Brown, Penelope and Stephen Levinson. 1992. Politeness: Some Universals In Language Usage, Studies in Interactional Sociolinguistics. Cambridge University Press, page.71

<sup>3</sup> Brown, Penelope and Stephen Levinson. 1992. Politeness: Some Universals In Language Usage, Studies in Interactional Sociolinguistics. Cambridge University Press, page 72



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is the last chapter of this research. After the researcher explored the discussion of the research findings which focus on the explanations of politeness strategies used by teacher and students in English class, then some conclusions and suggestions for some parties are made below.

#### A. Conclusions

Based on the research findings and discussions, the result of this research shows two important points as follows.

The first related to the application of politeness strategies used by teacher, the findings show that all politeness strategies can be found in the teacher's utterances. The researcher found out that there are 104 data of teacher's utterance on teaching process during four observations. The data contain 64 data of bald on record strategy, 15 data of positive politeness strategy, 4 data of negative politeness strategy, and 21 data of off record strategy. It means that Bald on record strategy noted as the high rank. Meanwhile, negative politeness strategy is in the lowest rank.

The second researcher found 23 utterances containing politeness strategy used by students. There are 2 utterances of bald on record, 15 utterances of positive politeness strategy an utterance of negative politeness strategy, , and 5 utterances of off record strategy. The data show that the students preferred positive politeness strategy to other strategies in conducting communication with the teacher during teaching process.

## B. Suggestion

From the analysis about the politeness strategies, the researcher has some suggestions as follows:

1. The researcher suggests the teacher who teaches especially English to more consider about the use of politeness strategy in giving material in the classroom interaction to the students. In addition, the function of politeness strategy is very necessary to support the student's skill to be better. Moreover, how the way the teacher giving materials or giving motivations and managing the class through the language used by the teacher in the classroom is able to influence the students' characters in life.

2. The parents still play an important role to build students characters, so it is suggested to parents to give love and education for good attitude.

3. The research can be an additional reference for the English student especially for linguistic students. It is suggested for the English students who take linguistic concentration for they have to learn more about pragmatics especially politeness strategy. The students are supposed to learn pragmatics seriously. It is important because pragmatic is a study which learns about the meaning behind the sentence.

4. The research just focuses on what kinds of politeness strategies strategy used by teacher and student in English class. This study can lead other researchers to conduct research on politeness strategies in the other form of literary works such as poetry and drama in the purpose of enriching the discourse studies. It is also hoped that the study on politeness involves language other than English; so, it can broaden the knowledge in applying linguistic aspects in various languages.

## DECLARATION

Hereby, I state this thesis entitled “An Analysis of Politeness Strategies at SMA Beringin Ratu in academic year of 2019/2020” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, September 2020

Declared by

Leni Ristiani



## Motto

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

**"Whoever comes out to seek Knowledge is in the way of God".<sup>1</sup>**

**( HR. Turmudzi)**



---

<sup>1</sup> <http://uzumet.blogspot.com/2014/12/motto-hidup-berdasarkan-al-quran-dan.html?m=1>

## DEDICATION

This thesis is dedicated who cares and love me. I would like to dedicated this thesis to:

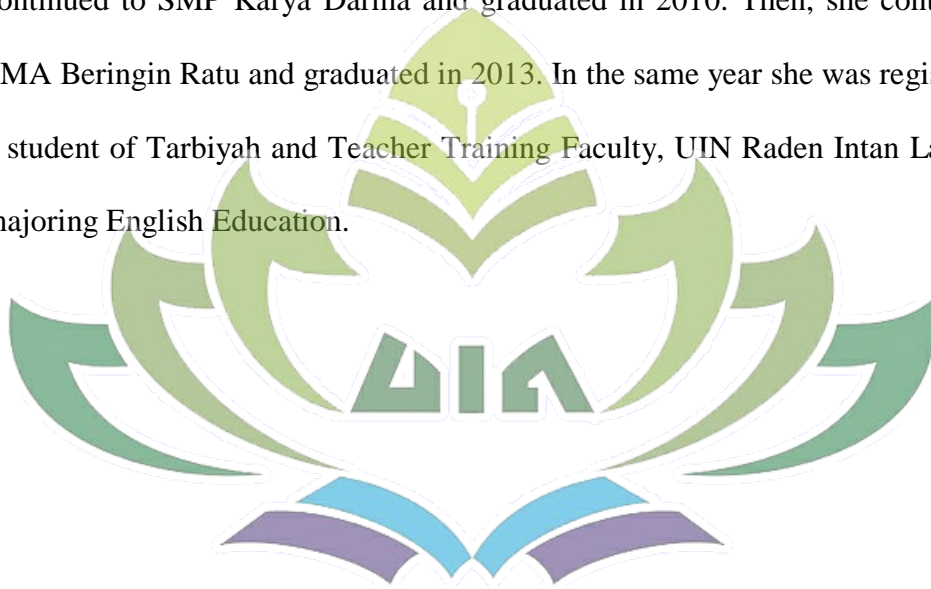
1. My beloved parents Mr. Aris Munandar and Ms. Suti Asih who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The name of the researcher is Leni Ristiani. She was born in Negara Harja on January 8<sup>th</sup>, 1994. She is the first child from Mr. Aris Munandar and Ms. Suti Asih.

She started her study at SDN Negara Harja and graduated in 2007. After that, she continued to SMP Karya Darma and graduated in 2010. Then, she continued at SMA Beringin Ratu and graduated in 2013. In the same year she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.





## ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives her blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, her families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd, the advisor who patiently guided the researcher until the completion of this thesis.
4. Dr. Nur Syamsiah, M.Pd, the co-advisor, who has always patiently guided and spent countless time that has given to researcher to correcting and finish the thesis.
5. The English Department Lecturers of UIN Raden Intan Lampung
6. Triana Dewi, M.Pd, the Headmaster of SMA Beringin Ratu Pakuan Ratu, who gave the researcher permissions to conduct this research and collect the data in the school.

7. Yeni Rahmawati, S.Pd, the English teacher at SMA Beringin who gave guidance and spirit to the researcher in conducting her research.
8. All students of the eleventh grade of SMA Beringin Ratu in the academic year of 2019/2020, for giving nice participation during the process in conducting research.
9. All of her family, especially Mr, Aris Munandar and Mrs Suti Asih, who always give her love, support, motivation and advice in accomplishing her study.
10. All of her beloved friends, who always give help, support and kindness in finish this thesis.

My Allah blesses and give in return for every help they did to the researcher. Finally, it is expected that the thesis can be benefit to all.  
Aamiin

Bandar Lampung, September 2020  
The Researcher,

Leni Ristiani  
NPM.

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>CURICULUM VITAE.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICIES .....</b>	<b>xii</b>

### **CHAPTER I INTRODUCTION**

A. Background of Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem .....	7
D. Formulation of the Problem.....	7
E. Objective of the Research.....	8
F. Use of the Research .....	8
G. Scope of the Research .....	9

### **CHAPTER II REVIEW OF THE RELATED LITERATURE**

A. Pragmatics .....	10
B. Politeness.....	11
C. Brown and Levinson's politeness theory .....	15
D. Politeness Strategies .....	17
1. Positive Politeness Strategies (Brown and Levinson) .....	19
2. Negative Politeness Strategies (Brown and Levinson).....	21

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	22
B. Research Subject .....	23
C. Research Procedure .....	23
D. Data Collecting Technique .....	24
E. Research Instrument .....	24
F. Data Trustworthiness.....	25
G. Data Analysis.....	26

## **CHAPTER IV FINDINGS AND DISCUSSION**

A. Research Findings .....	29
1. The politeness strategies used by teacher during teaching process in English class. ....	30
2. The explanation of politeness strategies used by students during learning process in English class.....	51
B. Discussion.....	63
1. Types of politeness strategies used by teacher .....	63
2. Types of politeness strategies used by students.....	64

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusions .....	65
B. Suggestion .....	66

## **REFERENCES**

## **APPENDICES**



## LIST OF TABLES

Table 4.1 Frequency of the Use of Politeness Strategy by Teacher.....	34
Table 4.2 Frequency of the Use of Politeness Strategy by Teacher.....	40
Table 4.3 Frequency of the Use of Politeness Strategy.....	45
Table 4.4 Frequency of the Use of Politeness Strategy by Teacher.....	51
Table 4.5 Frequency of the Use of Politeness Strategy by Teacher in Uttering Politeness Strategy during Teaching Process was Ongoing.....	52
Table 4.6 Frequency of the Use of Politeness Strategy by Students.....	52
Table 4.7 Frequency of the Use of Politeness Strategy by Students.....	55
Table 4.8 Frequency of the Use of Politeness Strategy by Students.....	57
Table 4.9 Frequency of the Use of Politeness Strategy by Students.....	95
Table 4.10 Frequency of the Use of Politeness Strategy by Students in Uttering Politeness Strategy during Teaching Process was Ongoing.....	96

## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

Language as means of communication holds an important role in every human interaction. It is used to socialize and to interact with each other. Without language people will be difficult to cooperate and understand each other. In communication there are also different styles either in written or spoken language. However, in human daily interaction, spoken language is used more because it can express directly easily to the interlocutors. Through language, people can understand what other people want and think

Communication is a process that allows organism to exchange several methods. Communication can be done in oral or written form. Basically, all people need to have communication to each other to convey what they want to achieve, whether in informal or formal situations. Communications among people are possible because such knowledge is shared with others, although how to share (or even how it is acquired) is not well. When one speak, he must constantly make choices of many different kinds: what he wants to say, how he wants to say it, and the specific sentence types, words, and sounds that best unite the *what* and the *how*. Fiske said that communication is one of those human activities that everyone recognizes but few can define satisfactorily. Communication as a social interaction through messages in its own way.<sup>1</sup> It is known that communication does not only happen in

---

<sup>1</sup> Fiske, *cultural and communication studies*, (Jalasutra: Jokjakarta, 1990), p.1.

individuals but also in organization. It can be seen that most organizations communicate to one another in order to achieve the goals. These goals can be achieved successfully from how good the communication has been done, because by doing good communication the organization will develop well in its interaction.

In example, they consider the teacher as a friend, so they are free to say anything or call the teacher by using any greeting. In a sense, there is no gap visible between teachers and students in their relation. The status or position of them is different, as a teacher, and one as a student. But they did not make this status as a barrier which is preventing the intense both to communicate or associate. In this case, many disagreements or misunderstanding are occurred. Some people think it is fine, as long as they know the limitations. However, there are also prohibiting or considered that it is taboo, with the reason that it could damage the teacher's image. When a teacher closed to the students, the students may no longer have any respect with the teacher. Even when they meet, then they greet his teacher at school like a friend.

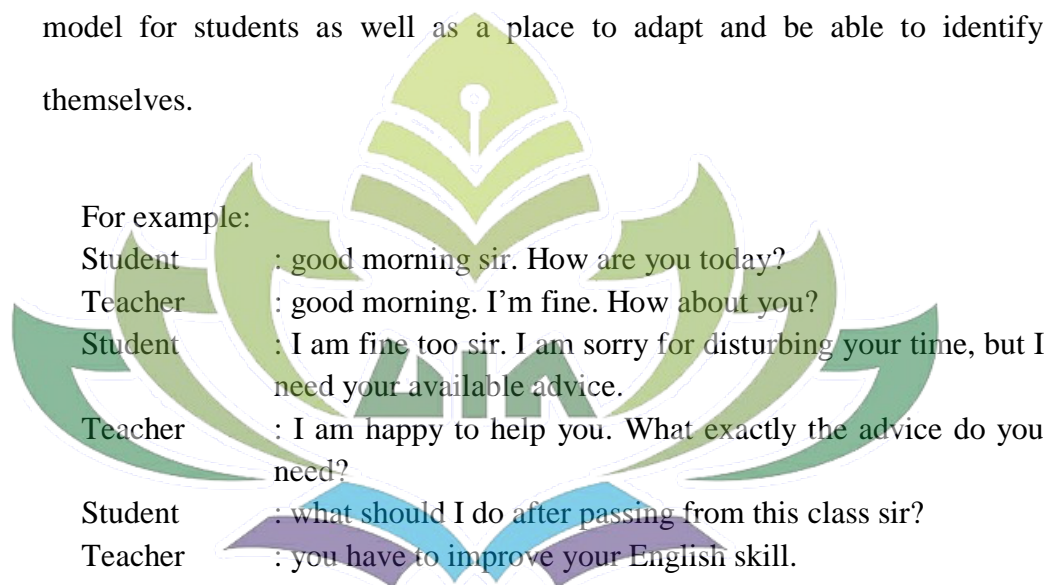
As an example, "when I meet the teacher on the street". The teacher asks to me, "*where are you going?*". And I answered, "I want to go play sir." Maybe some people may think that it is fine, because it is occurred out of the school. For the students and teacher, it will be polite, because the solidarity between them.



A student should have a polite attitude and respect towards their teacher. Muchtar states that student's politeness toward their teacher include.<sup>2</sup>

*Saying greetings when meeting him, speaking and being polite when dealing with him, practicing the knowledge that has been obtained correctly, do not laugh when talking to the teacher, ....., help and pray for the teacher to be blessed by Allah SWT.*

Instead of a teacher should be able to educate and train students to be polite. Marimba said, "The teacher must be able to be an example and role model for students as well as a place to adapt and be able to identify themselves.



In a situation where people are obligated to create a polite conversation, they will choose certain strategies to have polite conversation in order to maintain the communication. People do this in order to get their conversation to run well and more acceptable by the others. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say,

---

<sup>2</sup> Muchtar, Hari Jauhari. *Fikih pendidikan*. (Bandung : Remaja Rosda Karya 2008)p.161

and to be with other people.<sup>3</sup> It means that politeness strategies is very important used to analyze to students and teacher because it is related to their social interaction.

According to Levinson, there are four strategies to face it; they are bald on record, negative politeness, positive politeness, and off- record strategy.<sup>4</sup> Bald on-Record is mostly used by the speakers having intimate relationship with the addressee. Brown and Levinson state that speaker mostly uses bald on record strategy when he wants to do FTA (Face Threatening Acts) with maximum efficiency toward the hearers face.<sup>5</sup> Politeness strategy is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for himself. Negative politeness strategy is regressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Unlike positive politeness which is free ranging, negative politeness is specific and focused; it performs the function of minimizing the particular imposition that the FTA unavoidably effects. In this research, the researcher only focused on two techniques, they are positive politeness strategies and negative politeness strategies.

Furthermore, based on the results of the pre-survey conducted by researcher at Beringin Ratu Pakuan Ratu, it was found that there are still students who showed a lack of politeness, such as speaking rude or rude

---

<sup>3</sup> G, Yule, *Pragmatics*, (New York: Oxford University Press 1996).p : 60-61

<sup>4</sup> Brown and Levinson *Politeness: Some Universals In Language Usage, Studies in Interactional Sociolinguistics*, (Cambridge: Cambridge University press,1978), p:65

<sup>5</sup> *Ibid*, p: 4

words, behaving badly towards teachers and friends at school. Researcher want to know related to the application of politeness strategies that are carried out by teachers towards courtesy towards teachers.

According to Gamasih, she was interested to analyze the use of politeness strategies in direct speech act used by the lecturer in the teaching process on Basic Speaking Class. The aims of this study were to describe the types of politeness strategies employed by lecturer in speaking class and to discuss the most frequent politeness strategies employed by lecturer in speaking class. In data collecting procedure, the researcher used observation techniques. The most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.<sup>6</sup>

The other previous research is a related in an analysis of politeness strategies, one of the research was conducted by Kurniatin, she said on her thesis entitled “an analysis of politeness strategies used by teacher and student”.

Related to the application of politeness strategies used by teacher, the findings show that all politeness strategies can be found in the teachers utterances. The researcher found out that there are 104 data of teacher utterance on teaching process during four observations. The data contain 64 data of bald on record strategy, 15 data of positive politeness strategy, 4 data of negative

---

<sup>6</sup> Ayu Gemasih, *An Analysis Politeness Strategies Employed By Lecture In Speaking Class Mahasiswi UIN Darusalam* (Banda Aceh 2018)

politeness strategy, and 21 data of off record strategy. It means that Bald on record strategy noted as the high rank. Meanwhile, negative politeness strategy is in the lowest rank.

The researcher found 23 utterances containing politeness strategy used by students. There are 2 utterances of bald on record, 15 utterances of positive politeness strategy an utterance of negative politeness strategy, and 5 utterances of off record strategy. The data show that the students preferred positive politeness strategy to other strategies in conducting communication with the teacher during teaching process.<sup>7</sup>

Meanwhile, researcher want to know related to the application of politeness strategies that are carried out by teachers towards courtesy towards teachers. Regarding the problem above, the researcher conducts a research to find out whether the politeness strategy used is effective in determining the polite attitudes carried out by teachers at SMA Beringin Ratu Pakuan Ratu.

Meanwhile, the researcher wanted to find out about the application of politeness strategies used by teachers, the findings show that all politeness strategies can be found in the teacher's words of student attitudes towards courtesy towards teachers. Regarding the above problem, the researcher conducts a research to find out whether the implementation of the politeness strategy used is effective at SMA Beringin Ratu, Pakuan Ratu.

---

<sup>7</sup> Kurniatin , *An Analysis of Politeness Strategies Used by Teacher and Student in English Class At Mts NU Assalam Kudus, IAIN Surakarta* (Surakarta 2017)

Based on the background above, the researcher is interested to conduct research about An Analysis of Politeness Strategies at SMA Beringin Ratu Apkuan Ratu in Academic Year of 2020/2021.

## **B. Identification of Problem**

Based on the background of the problem above, the researcher identifies the problems as follow:

1. The researcher conducted a research related to the lack of courtesy of students towards teachers.
2. The researcher conducted a research related to the application of the politeness strategy carried out by the teacher

## **C. Limitation of Problem**

In this study, researcher conducted a research related to the politeness strategies carried out by the teacher. By using positive politeness strategies and negative politeness strategies in English class at SMA Beringin Ratu Pakuan Ratu. The analysis based on conversation data related to what the teacher and students. Researcher focused on the politeness strategy carried out by the teacher.

## **D. Formulation of the Problem**

Based on the above research background, the problems in this study are:

1. Positive politeness strategy and the negative politeness strategy used by the teacher effective in the English subject class at SMA Beringin Ratu Pakuan Ratu?

### **E. Objectives of the Research**

Based on the formulation of the research, the objectives of this research are:

- a. To find out whether the politeness strategies used are effective in knowing polite attitudes towards teachers.

### **F. Use of the Research**

This research was have some uses both of theoretically and practically

#### **1. Theoretically**

In theoretical benefit, the teacher and students on learning process can use the research finding. a) The students: The student understood about the using of politeness strategy. The student understood about the types of politeness strategies. b) The teacher: this result of the research can use as reference in English teaching, especially on the using of politeness strategy.

#### **2. Practically**

##### **a. For the teacher**

The teacher get valuable information about politeness strategies that are used to increase students positive politeness in behaving politely.

##### **b. For the student**

By using politeness strategies, students are expected to be able to understand positive politeness and negative politeness and encourage them to behave politely.

- c. For the other researcher

The research can be a reference for the other writing in using peer editing techniques politeness strategies.

- d. For the school

The school had students who behave better politely.

## **G. Scope of Research**

The scope of the research is divided into four parts, they are:

### **1. Subject of the Research**

The subject of students eleventh grade in the SMA Beringin Ratu Pakuan Ratu in academic year of 2020/2021.

### **2. Object of the Research**

The object of the research was students politeness strategies

### **3. Place of the Research**

A research is conducted by the researcher at SMA Beringin Ratu. Located on Serupa Indah, Pakuan ratu, Way Kanan, Lampung

### **4. Time of the Research**

A research conducted at eleventh grade in academic year of 2020/2021



## CHAPTER II

### LITERATURE REVIEW

#### A. Pragmatic

Pragmatics deal with the study of the ability of natural language speaking to communicate purpose of communication. With the different term, Thomas defines pragmatics as meaning in interaction.<sup>1</sup> Meaning in interaction is not something which is inherent in the words alone, nor is produced by the speaker or the hearer alone, but it relates to context and meaning potential of an utterance. Thomass definition was later developed by Yule who divides the definition of pragmatics.<sup>2</sup>

##### 1. Pragmatics is the study of speaker meaning

People dont always say what they mean to say. They mean much more than their words actually say. Pragmatics deal with the study of meaning uttered by the speaker and interpreted by listener. Thus it analyzed the meaning behind what people say rather than what the words might mean by themselves.

##### 2. Pragmatics is the study of contextual meaning

In saying something, people also consider to whom they are talking to, where, when, and under what circumstances. It is because a particular context may influence what is said by the speaker.

##### 3. Pragmatics is the study of how more gets communicated than what it said.

---

<sup>1</sup> Jenny Thomas , *Meaning In Interaction: An Introduction To Pragmatics* (longman, 1995)p.224

<sup>2</sup> Yule, George. *Pragmatics*. Oxford: Oxford (University Press.1996)p.3

In other words, pragmatics is the study of „invisible meaning“; it explores how a great deal of what is unsaid is recognized as part of what is communicated. 4. Pragmatics is the study of expression of relative distance

People will not say anything to anyone whom they don't recognize well. Hence, closeness whether it physical, social or conceptual, implies shared experience.

Based on some of the above opinion, it can be affirmed that pragmatics is the branch of science that studies the structure of language externally language which is related to how the language unit used in communication. Pragmatics basically investigate what is the meaning behind the speech related to the context encapsulating than the language, so that the basis of the understanding of the pragmatics is the relationship between the language of the context.

## **B. Politeness**

### **1. Definition of Politeness**

This broader definition derives from the work of the Goffman and Levinson which describe politeness as showing concern for people's face.<sup>3</sup> From this definition politeness is seen from people's faces, where the face is a positive face or negative face.

Everyday usage the term politeness describes behavior which is somewhat formal and distancing where the intention is not to intrude or impose. Being polite means expressing respect towards the person you are talking to and avoiding offending them. I will be using a broader definition of politeness. In

---

<sup>3</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.61

this writing politeness will be used to refer to behavior which actively expresses positive concern for others, as well as non-imposing distancing behavior. In other words, politeness may take the form of an expression of good-will or camaraderie, as well as the more familiar nonintrusive behavior which is labeled 'polite' in everyday usage.

This broader definition derives from the work of Goffman and Brown and Levinson which describe politeness as showing concern for people's 'face'. The term 'face' is a technical term in this approach. While it is based on the everyday usages 'losing face' and 'saving face', it goes further in treating almost every action (including utterances) as a potential threat to someone's face.<sup>4</sup>

Every human has face needs or basic wants and people generally cooperate in maintaining each other's face and partially satisfying each other's face needs. Politeness involves showing concern for two different kinds of face needs: first, negative face needs or the need not to be imposed upon; and secondly, positive face needs or the need to be liked and admired. Behavior which avoids imposing on others (or avoids 'threatening their face') is described as evidence of negative politeness, sociable behavior expressing warmth towards addressees is positive politeness behavior.<sup>5</sup> According to this approach, any utterance which could be interpreted as making a demand or intruding on another person's autonomy can be regarded as a potential face-

---

<sup>4</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.61

<sup>5</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.102

threatening act. Even suggestions, advice and requests can be regarded as face-threatening acts, since they potentially impede the other person's freedom of action.

Using this definition, behavior such as avoiding telephoning a colleague early on a Sunday morning or apologizing for interrupting a speaker are expressions of negative politeness while sending a birthday card to a friend or calling a child sweetie are expressions of positive politeness. As the example suggest, politeness may be expressed both verbally and non-verbally, but in this writing I will be focusing on linguistic politeness or ways in which people express politeness through their usage of language. I suggested above that women tend to be more polite than men. More specifically, it will become clear in the following chapters that, in general, women are much more likely than men to express positive politeness or friendliness in the way they use language. Women's utterances show evidence of concern for the feelings of the people they are talking to more often and more explicitly than men's do.

Psychological differences account for gender differences in orientation to others. Women are more concerned with making connections; they seek involvement and focus on the inter-dependencies between people.<sup>6</sup> Men are more concerned with autonomy and detachment; they seek independence and focus on hierarchical relationships. If one accepts this view, it is possible to see how such psychological differences might account for differences in the ways woman and men use language. A preference for autonomy links more

---

<sup>6</sup> Chodorow, *Psychology of Women : Handbook of Issues and Theories* (Florence Denmark, 1774),p.17

obviously with linguistic strategies that assert control, for example, while a focus on connection relates more obviously to linguistic devices that involve others and emphasize the interpersonal nature of talk.

In many societies, girls and boys experience different pattern of socialization and this, it is suggested, leads to different ways of using and interpreting language. In modern western societies, most girls and boys operate in single sex peer groups through an influential period of their childhood, during which they acquire and develop different styles of interaction. The boys' interaction tends to be more competitive and control-orientated, while the girls interact more cooperatively and focus on relative closeness. Gender differences in patterns of language use can be explained by the fact that girls and boys socialized into different cultures. Each group learns appropriate ways of interacting from their same sex peers - including ways of interacting verbally.

To choose what politeness strategies that should be used on conversation, the politeness must be considered on the situation whether it is formal or informal. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another.<sup>7</sup> Politeness consists of attempting to save face another. Politeness theory states that some speech acts threaten others face needs. Politeness theory was created in 1987 by "Penelope Brown and Stephen Levinson" and their research has since expanded academia's perception of Politeness.

---

<sup>7</sup> Sara Mills, *Gender and Politeness*, (Cambridge: Cambridge University Press, 2003), p.6

### C. Brown and Levinson's 'politeness' theory

Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of 'politeness' and how it functions in interaction. The second part is a list of 'politeness' strategies with examples from three languages : English, Tzeltal, and Tami. In the theoretical part of their work, Brown and Levinson introduce the notion of 'face' in order to illustrate 'politeness' in the broad sense. That is to say, all interactants have an interest in maintaining two types of 'face' during interaction: 'positive face' and 'negative face'. Brown and Levinson define 'positive face' as the positive and consistent image people have of themselves, and their desire for approval. On the other hand, 'negative face' is "the basic claim to territories, personal preserves, and rights to non-distraction".<sup>8</sup>

The utilising of this notion of 'face', 'politeness' is regarded as having a dual nature: 'positive politeness' and 'negative politeness'. 'Positive politeness' is expressed by satisfying 'positive face' in two ways: 1) by indicating similarities amongst interactants; or 2) by expressing an appreciation of the interlocutor's self-image. 'Negative politeness' can also be expressed in two ways: 1) by saving the interlocutor's 'face' (either 'negative' or 'positive') by mitigating face threatening acts (hereafter FTAs), such as advice-giving and disapproval; or 2) by satisfying 'negative face' by indicating respect for the addressee's right not to be

---

<sup>8</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.61



imposed on. In short, ‘politeness’ is expressed not only to minimize FTAs, but also to satisfy the interactants’ face regardless of whether FTA occurs or not.

Even though this theoretical part of their work seems to have the potential to apply to various types of interaction, Brown and Levinson’s list of ‘politeness’ strategies mainly covers a certain very limited type of interaction. The examples they give consist mainly of single utterances which either have or presuppose clear communicative goals, such as asking to borrow a book or giving advice. Brown and Levinson tend to ignore the fact that most single utterances are actually just constituents of a larger exchange between two or more interactants. Firstly, they pay no attention to phenomena which occur across the entire discourse, such as back-channelling or the overall sequence of utterances. Secondly, they ignore any interaction, such as simply enjoying a casual conversation, which does not involve a predetermined goal.

Therefore, this paper discusses how Brown and Levinson’s theory can be applied to non-goal- oriented interaction by utilizing naturally occurring casual conversations as data. The language of these conversations is Japanese. The analysis shows some examples of ‘politeness’ phenomena which Brown and Levinson’s list of ‘politeness’ strategies does not cover, but which have frequently been observed in the data for this study. They can be regarded as ‘politeness’ strategies according to Brown and Levinson’s



general definition of ‘politeness’: they occur to satisfy the interaction ’ ‘face’ regardless of the occurrence of an FTA, or to minimize an FTA.

#### **D. Politeness Strategies**

The concept of politeness strategies developed by Brown and Levinson is adapted from the notion of “face” introduced by a sociologist named Erving Goffman. Face is a picture of self-image in the social attributes. In other words, the face could mean honor, self-esteem, and public self-image. According to Goffman, each participant has two needs in every social process: namely the need to be appreciated and need to be free (not bothered).<sup>9</sup> The first need is called positive face, while the latter is negative face. FTA threatens the stability of the intensity of communication; politeness in this case can be understood as an effort to prevent and or repair damage(s) caused by the FTA. The greater the threat to stability, the more politeness, face work technique, is necessary. Face work which aims at positive face is called ‘solidarity politeness’, while face work that deals with negative face is known as ‘respect politeness’. In connection with this strategy politeness, Brown and Levinson show that there are five ways to avoid the FTA. The five strategies are sorted by degree of risk ‘losing face’; the higher the risk of losing face, the less likely the speaker did FTA. In this case, Renkema gives an example of this strategy.

A. *Hey, friend, could you lend me a hundred bucks?* (Positive politeness)

B. *I'm sorry I have to ask, but could you lend me a hundred dollars?*

(Negative politeness)

---

<sup>9</sup> Goffman, *On Face-Work, An Analysis of Ritual Elements In Social Interaction*, (pschirty 1955)

Brown and Levinson's politeness theory classifies five strategies:

#### 1. Bald on Record Strategy

According to Levinson, bald on record strategy is a strategy of doing the FTA to state something clearly. The main reason for choosing a strategy according to Levinson is that speakers want to perform FTAs with maximum efficiency.<sup>10</sup>

#### 2. Positive Politeness Strategy

According to Levinson, positive politeness strategy is a strategy for doing an FTA with face-saving way or maintaining a positive face of opponents' speaker. In doing the FTA, speakers give the impression that speakers have the same desire to the other speaker to show friendship between them.<sup>11</sup>

#### 3. Negative Politeness

Negative politeness orients to maintain other people's negative face. This is more likely if there is a social distance between the speaker and the listener. When we use negative propriety, we use speech strategies that emphasize our respect for the listener<sup>12</sup>.

#### 4. Off Record Strategy

According to Levinson, off record strategy is used when the speaker wants to do the FTA but wants to avoid responsibility for doing so. The

---

<sup>10</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p.62

<sup>14</sup> *Ibid* p.131

<sup>15</sup> *Ibid*, p.131

<sup>16</sup> *Ibid*, p.211

speakers allow the listeners to give more than one interpretation of what the speakers say.<sup>13</sup>

(a) to follow what it says, bald on record, (b) perform speech acts using positive politeness (refers to the positive face), (c) perform speech acts using negative politeness (refers to the face of a negative), (d) indirect speech act (off the record) Brown and Levinson's politeness theory classifies five strategies: (a) to follow what it says, bald on record, (b) perform speech acts using positive politeness (refers to the positive face), (c) perform speech acts using negative politeness (refers to the face of a negative), (d) indirect speech act (off the record), and (e) do not do speech act or say anything (do not do the FTA). In connection with this politeness strategy, here are the possible strategies for doing FTAs.<sup>14</sup>

### **1. Positive Politeness Strategy (Brown and Levinson)**

Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of politeness and how it functions in interaction. The second part is a list of politeness strategies. In the theoretical part of their work, Brown and Levinson introduce the notion of face in order to illustrate politeness in the broad sense. That is to say, all interactants have an interest in maintaining two types of face during interaction: positive face and negative face. Brown and Levinson define positive face as the positive and consistent image people have of themselves, and their desire for approval.

---

<sup>14</sup>Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987),

On the other hand, negative face is the basic claim to territories, personal preserves, and rights to non-distraction.

The positive politeness strategy shows that the hearer has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity. Positive politeness strategy ("showing solidarity"): FTA is avoided by appealing to the listener's positive face .

Examples:

*Is it okay if I borrow one of your pens?*

*Can you close the door?*

*Mind passing me the salt?*

*Hey, can you be quite for a moment?*

Positive face can be used when speaker and listener have a symmetrical relationship in terms of power (friends, siblings, students) and the speaker wishes to phrase his request as a positive appeal.

Positive face-threatening acts are a direct challenge to the face of the listener. They contain an indifference to the listeners self-image and include things such as threats, insults, and belittling the listener. Positive FTA includes speech that involves socially unacceptable topics, such as sexual innuendo and racial slurs. A speaker might also embarrass a listener by inappropriate references to gender, age, or status. A speakers own face may be damaged in these situations by the necessity of an apology or an admission of personal weakness.

In politeness theory, negative face-threatening acts occur when the speaker impinges on the listeners negative face. The speaker requires a verbal response

or an action from the person she is addressing. Negative FTAs can include advices, warnings, or requests of the listener to perform a certain action. It is confrontational in the sense that either the listener or the speaker must acquiesce in the desires of the other.

Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/ acquisitions/ values resulting from them) should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that one's own wants (or some of them) are in some respects similar to the addressee's wants.

## **2. Negative politeness strategies (Brown and Levinson)**

Another kind of politeness strategy is negative politeness. This strategy is used when S wants to show that he cares and respects H's Negative Face. If S did or will do an FTA, he will minimize the threat by using apology, deference, hedges and other strategies. Negative Politeness strategies consist in assurances that the speaker recognizes and respects the addressee's negative-Face wants and will not (or will only minimally) interfere with the addressee's Freedom of Action.

This strategy assumes that there might be some social distance or awkwardness between speaker and hearer and it is likely to be used whenever a speaker wants to put a social brake on his interaction Brown and Levinson<sup>15</sup>.

---

<sup>15</sup> Brown and Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), p. 129

## REFERENCES

- Ayu Gemasih. 2018, *An Analysis Politeness Strategies Employed By Lecture In Speaking Class mahasiswa UIN Darusalam. Banda Aceh.*
- Brown and Levinson. 1978, *Politeness, Some Universals In Language Usage, Studies in Interactional Sociolinguistics*, Cambridge: Cambridge University press
- Chodorow, 1774, *Psychology of Women : Handbook of Issues and Theories* Florence Denmark
- Charles F. Hockett, 1967, *Language, Matematics and Linguistics*. The Hague: Mouton
- Fiske. 1990, *Cultural and Communication Studies*, Jalasutra: Jokjakarta,
- G, Yule, 1996, *Pragmatics*, New York: Oxford University Press
- Goffman, 1955. *On Face –Work, An analysis of ritual elements in social interaction*, Psychiatry
- Gray Anderson and Nancy Arsenault, 1998. *Fundamental of Educational Research*, Philadelphia: The Falmer Press
- Holmes, J. 1995, *Woman Men and Politeness*, Longman: London
- Haris Herdiansyah, 2010. *Metodologi Penelitian Kualitatif*. Selemba Humanika
- Kurniatin, 2017. *An Analysis Of Politeness Strategies Used By Teacher And Student In English Class At Mts NU Assalam Kudus, IAIN Surakarta*
- Mills, 2003. *Gander and Politeness*, Cambridge: Cambridge University Press
- Miller, 1968. *The Psychology of Communication*, Baltimore: Penguin
- Muchtar, Hery Jauhari, 2008. *Fikih Pendidikan*, Remaja Rosda Kary : Bandung
- Marimba, Ahmad D, 1981. *Pengantar Filsafat Pendidikan Islam*, Bandung: Al Ma'arif.
- Markee, Numa, 2015. *The handbook of classroom discourse and interaction*. John Wiley and Sons
- Sugiono, 2014. *Metode Penelitian Quantitative, Qualitative and R&D*, Bandung: Alfabeta

Sara Mills, 2003. *Gender and Politeness*, Cambridge: Cambridge University Press

Wardhaugh, Ronald, 1993. *Investigating Language, Central Problems in Linguistics*. UK Oxford and US Cambridge : Blackwell

Wiersma, W, 1995. *Research Methods in Education: an Instruction*.  
Massachusetts. ASimonandSchusterCompany

Yeni Nurhasanah,. *The English Teacher at SMA Beringin Ratu, Pakuan Ratu, Way Kanan, Lampung*

